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ASSESSMENT OF FEMALE EDUCATION IN BANGLADESH

THE FOUNDATION FOR RESEARCH
ON
EDUCATIONAL PLANNING AND DEVELOPMENT (FREPD)
in co-operation with USAID, Dhaka

July, 1983

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PREFACE

Women of Bangladesh constitute almost half of the population of the country and form the largest disadvantaged group. Like women of almost all the developing countries they are underprivileged. Although mass poverty and depressing living conditions affect both men and women, it is the women who suffer more than men in all spheres of life. It is evident from the fact that the literacy rate for women in Bangladesh is only 13.7 per cent as against 29.9 per cent for men. Despite the pronounced intentions of the Government over the decades, women in general, and rural women in particular, have not been getting proportionate share in the socio-economic development of the country nor are they receiving equal benefits with men.

USAID is interested in obtaining a preliminary understanding of the current educational opportunities available to women of Bangladesh in order to assess the potential for a future USAID project development effort, with a view to improving the contribution of women in Bangladesh towards national development goals of the country. The present study was initiated by USAID in consultation with the Ministry of Education; with the Ministry's consent, USAID entered into an agreement with FREPD for undertaking the study and as part of the agreement, USAID funded the cost of the study.

The aims of the present study on the "Assessment of Female Education" in Bangladesh were (a) to identify at which levels and in what types of female education USAID investment would be most effective in improving women's social status and employment opportunities and (b) to recommend specific intervention towards this end and assess their feasibility.

The study was based mainly on secondary data (published and unpublished) available from various organizations/institutions/offices (Government, Semi-Government, Non-Government) and also voluntary/donor agencies. It covers only Task I of the three phases mentioned under the scope of the work supplied by USAID.

The study has been conducted by the Foundation for Research on Educational Planning and Development (FREPD) with the assistance of a group of researchers. The local USAID staff members have also taken professional interest in the study and contributed significantly by their valuable comments and suggestions. The Foundation recalls its deep appreciation to USAID.

The Foundation is grateful to different Government and Non-Government organizations, national and international

voluntary/donor agencies for their help and co-operation towards the accomplishment of the study.

Sincere thanks are due to the principal researchers, the editor and the FREPD staff but for whose untiring efforts it could not have been possible to bring out the study report in time.

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PART ONE

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

SUMMARY OF THE MAJOR FINDINGS AND RECOMMENDATIONS

A. Summary of the Major Findings

CHAPTERS 1, 2, 3

This report of the USAID funded and the GOB approved study "Assessment of Female Education in Bangladesh" contains 11 chapters of text and also bibliographical references and appendices. It presents a rather sizeable volume. The first three chapters of the report deal with preliminaries such as general introduction to the study, methodology of the study and an overview of the educational situation obtaining in Bangladesh. The actual findings, based on available secondary data, relate to chapters III - XI. Therefore, a gist of the first three chapters and the summary of the remaining eight chapters have been presented. This is likely to put less demand on the time of the otherwise busy reader who might like to quickly glance over the report and still get the substance of the study.

Chapter I is titled "Introduction". This chapter highlights the point that the literacy of women in the country is 13.7 per cent as against 29.9 per cent for men. Male - female ratios of enrolment are 63:37 in the primary stage, 75:25 in the secondary stage, and 81:19 in the universities. Only 3.48 per cent of the total agricultural labour force and about 2 per cent of the industrial labour force in the country are women.

Chapter 2 describes the "Methodology". The point of focus in this chapter is that the study suffered certain limitations. Information on the quality of physical facilities and availability of educational materials, opportunity cost of education, sex-wise examination results and basic information from government schools and colleges were not available.

Chapter 3 is titled "Education in Bangladesh : Structure, Administration, Curriculum, Role of Functioneries and Role of Aid-giving Agencies". Among the points of interest a few may be specially mentioned from this chapter. The education system in Bangladesh is managed by the Education Ministry at the centre through the three Directorates and several operational arms. The line of command and control descends step by step from the centre to the divisions, districts, sub-divisions and thanas. Besides the Education Ministry's formal programmes there are some non-formal programmes related to education and training run by other Ministries and national, foreign and international organizations/agencies for the welfare of the country and for the development of women in many different ways. The Second Five Year Plan (1980-85) of Bangladesh envisages to rationalize, decentralize and vocationalize the education system with the promise of proving greater facilities to the disadvantaged groups, including women.

CHAPTER 4 : PRIMARY EDUCATION

1. There are wide variations in the enrolment figures obtained from different sources.

2. Class V girls' enrolment as percentage of class I girls' enrolment varies from 16.13 per cent to 25.5 per cent.

3. A common feature in many primary schools is a "hidden baby class" prior to class I with enrolment varying from 2.25 per cent to 10.15 per cent of total enrolment. Government documents/reports do not mention the existence of the "baby class".

4. In 1982 girls constituted about 37 per cent of total enrolment in primary schools. This signified a marked improvement when compared to 1951 and 1961 figures which were 19.80 per cent and 27.18 per cent respectively.

5. The highest rate of age-group enrolment of girls in primary schools is found in the district of Patuakhali (61.7 per cent) and the lowest in the district of Tangail (32.5 per cent).

6. The number of female teachers in primary schools increased from 5,889 in 1973-74 to 16,500 in 1982. In 1982 only 9 per cent primary teachers were women of whom 32 per cent were trained as against 57 per cent male trained teachers.

7. Different sources mention different rates of drop-out. According to BANBEIS, about 66 per cent of Class I enrolment drop out before reaching class IV. IER survey gives drop-out rates of 16 per cent for boys and 17 per cent for girls in class I and 12 per cent for boys and 15 per cent for girls in class V. According to FREPD, annual dropout rate for class I is only 2 per cent of the total enrolment in the class.

8. Over 98 per cent of the annual revenue budget for primary education is spent for pay and allowances of teachers. This leaves too meagre an amount (@ Tk.300 per school per annum) for meeting contingency expenses.

9. Some 11,310 primary scholarships are awarded annually on the basis of a scholarship examination at the end of class V. 50 per cent of these scholarships are reserved for girls.

10. Nearly 60 per cent of primary age group girls numbering about 5.15 million are outside the formal education system, of whom 2.05 million are literate but most of them are school dropouts and are likely to relapse into illiteracy.

CHAPTER 5 : SECONDARY AND HIGHER SECONDARY EDUCATION

Secondary Education (Classes VI - X)

1. The rate of average annual increase in the number of secondary schools during 1973-80 was about 2.5 per cent.

2. The rate of average annual increase in the enrolment of girls during the some period was 13 per cent as against 0.52 per cent for boys. In 1973 girls' enrolment accounted for 16 per cent of total enrolment but in 1980 it increased to 26 per cent.

3. Upto 1980 enrolment ratio of girls as percentage of age group female population (10-15 years) was only 10 and that of boys as percentage of the age group male population was about 27, the corresponding ratio for both sexes being 19.

4. Number of teachers of secondary schools increased from 60,500 in 1973 to 70,000 in 1980, the annual rate of increase being 2.24 per cent. Teacher-student ratio was 1:28 in 1973, but it slightly decreased to about 1:29 in 1980.

5. Between 1975 and 1979, total enrolment at the secondary level declined from 1,980 thousand to 1,669 thousand but by the year 1980 enrolment began to increase. Girls' enrolment rose from 476 thousand in 1975 to 502 thousand in 1980, indicating a 0.91 per cent average annual growth rate. However, in the same period total enrolment (both sexes) declined on an average annual rate of 1.06 per cent.

6. Year-wise sex distribution during 1975-80 shows that, while enrolment ratio of boys as percentage of total

secondary level enrolment gradually decreased, the corresponding enrolment ratio of girls increased from about 24 per cent in 1975 to about 27 per cent in 1980.

7. In each year between 1975-80 the higher the class the lower was the enrolment ratio of girls, but the situation was improving on the six-year time scale in favour of enrolment of girls.

8. Enrolment ratio of girls as percentage of total enrolment at the secondary level between 1975-80 was higher at lower age cohorts, with the highest figures at 9-10 years and the lowest at 13-14 years, in all the years, under consideration, excepting 1978, when the lowest was at the initial age cohort and the highest at 12-13 years.

9. Enrolment of girls in the highest classes of the secondary level increased rapidly and steadily during 1975-80.

10. Enrolment ratio of girls as percentage of total enrolment in an age cohort within a class increased during 1975-1980. However, in view of the age distribution in each class together with the enrolment ratio of girls, it is found that according to school records enrolment in each class within the secondary level is heterogeneous in respect of age.

11. The mean age of students of the secondary level falls between 12.31 and 12.57 years, with standard deviation between 1.39 and 1.66 years.

12. In most of the years girls are found slightly younger than boys; sex difference in mean age is negligible; the age structure of boys and girls is virtually unchanged during the six year period (1975-80). Boys are less heterogeneous than girls in respect of age and the sex difference in variability is quite negligible. (There is however some contradictory evidence).

13. While 29 per cent of total enrolment at the secondary level is in class VI, the corresponding percentage for class X is only about 12. The situation is worse in the case of girls; more than 30 per cent girls are in class VI and only 9 per cent are in class X.

14. The rates of stagnation and wastage are higher for girls than boys. The situation has been slightly improving in the case of male enrolment in higher classes since 1975, but deteriorating in the case of female enrolment.

15. A study conducted in late seventies substantiates that even prior to 1971 dropout rates for girls were higher than those for boys in each secondary class, the sex differences being higher at lower classes.

16. One study concerning educational and other problems

and circumstances of the 5-14 year age group population in Bangladesh lists the following reasons for school drop outs (in order of seriousness) : (a) not possible to afford any more schooling; (b) lack of interest of the child for any more schooling; (c) want of time due to heavy pre-occupation in household work; (d) guardian's difficulty to send the child to school; (e) absence of a high school in the locality; (f) family's disfavour for any more schooling of the child; (g) non-availability of separate arrangements for boys and girls in school; (h) engaged in earning a living; (i) failure in school examination; and (j) high cost of reading and writing materials.

17. According to the results of the SSC Examinations of Rajshahi and Jessore Boards, between 1979 and 1981 percentages of pass in the SSC Examination of the Rajshahi Board varied between 32 (in 1977) and 67 in (1978). With a few moderate exceptions, sex difference in the rates of pass was only marginal. In the Jessore Board the percentage of pass in the SSC Examination varied between 55 (in 1977) and 66 (in 1978). Sex difference was only slight.

18. There has been a dicernible trend of improvement in the results since 1977. In 1977 only 5 per cent and 6 per cent of the passed candidates obtained first division in the Rajshahi and Jessore Boards respectively, but by 1980 the corresponding figure was 9 for each Board. In 1981 the

figure for Rajshahi Board rose to 10 per cent. Each sex and each group, with only sporadic exceptions, showed this trend.

19. Only 2 per cent teachers in secondary schools (surveyed in 1980) are women and even in girls' schools the percentage is 35. Only 2 per cent of trained teachers in secondary schools and 41 per cent of trained teachers in girls' secondary schools are women.

20. Analysis of sex distribution of teachers in secondary schools according to their academic qualifications reveals that one per cent of the teachers having at least a Bachelor's degree and one per cent of those having a Bachelor's degree in science are women. Again, in girls' secondary schools, 31 per cent of the teachers having a Bachelor's degree and 18 per cent of those having a Bachelor's degree in science, are women.

21. Between 1973-80 the number of secondary school teachers increased at an annual average rate of 2.24 per cent which is lower than either the rate of increase in the number of secondary schools (2.54 per cent) or that of enrolment (2.52 per cent). Average number of teachers decreased from about 10.1 per school in 1973 to about 8.4 per school in 1980, the rate of decrease being 2.37 per cent. This is indicative of deterioration in the capacity for rendering

instructional services in secondary schools.

22. During the First Five Year Plan (1973-78) and the Two Year Plan (1978-80) periods, per student annual expenditure on secondary education was about Tk.167 on the average. The Second Five Year Plan (1980-85) proposes to increase this to an annual average of roughly Tk.869.

23. In a Boys' school (in 1980) 22 per cent of its total income comes from its "own funds" while in a girls' school 59 per cent of total income accounts for by "own funds". Again, while the average boys' secondary school spends 39 per cent of its total income, the girls' school utilizes as much as 95 per cent of its total income. The situation brings to light the failure of the boys' schools in utilizing the development grants given by the government.

24. Girls' secondary schools spend Tk.96 thousand each, per capita expenditure being Tk.351, but boys' schools spend only Tk.87 thousand each, per capita expenditure being Tk.285 only.

Higher Secondary Education (Classes XI - XII)

25. Enrolment ratio of girls as percentage of total Higher Secondary enrolment is found to be decreasing since 1975, the rates of decrease being 14 per cent in 1975 and 11 per cent in 1978. Enrolment ratio of girls in the

government colleges is higher and more stable than that in the non-government colleges.

26. Enrolment at the Higher Secondary level was 277 thousand in 1980 and it was expected to increase to 377 thousand by 1985. Only about 6.74 per cent of the age group population (15-16 years) of both sexes enrolled at this level in 1980.

27. The HSC Examination results for the entire country have been estimated by prorating the results of the three Boards : Dhaka, Jessore, and Rajshahi and it has been found that the sum of the number of students who appeared at the HSC Examinations in 1979 and in 1980, was 140 per cent of the corresponding enrolments of 1978 and 1979. The number of regular candidates for the examinations ought to have been less than the corresponding enrolments. There are irregular cases not included in the enrolment statistics and the incidence of irregularities of the kind is higher for girls as compared with that of boys.

28. On the average, about 42 per cent of those who appeared at the HSC examinations in 1979 and 1980, failed. There was no perceptible sex difference.

29. The quality of academic achievement of Higher Secondary students shows gradual improvement since 1978

even though placement in the first division is mostly below 12 per cent and that in the third division is as high as 79 per cent. With a few sporadic exceptions, boys tend to achieve slightly better than girls.

30. Number of women's intermediate colleges increased from 17 in 1975 accounting for about 6 per cent of the total number of such colleges to 18 in 1978 accounting for 7 per cent of the total number of such colleges.

31. Women teachers of intermediate colleges increased from 173 in 1975 accounting for only 2 per cent of the total number of teachers of these colleges to 223 in 1978 accounting for 8 per cent of the total number of teachers. The apparent increase is actually decrease, the rate of decrease being 3.95 per cent. The increase in the percentage of female teachers is explained more by the decrease in the number of male teachers than by any phenomenal increase in the number of female teachers.

32. Student-teacher ratio at the intermediate colleges decreased from 18.2 in 1975 to 17.67 in 1978 indicating a slightly higher rate of decrease in the number of students than in that of teachers.

33. In the 1979-80 financial year 213 intermediate colleges spent a total of Tk.33 million (nearly), the average expenditure per college being Tk155 thousand and

that per student being Tk.509 (approximately). Girls constituted nearly 9 per cent of total enrolment in these colleges located mostly in semi-urban and rural communities serving the deprived rural groups of the population.

CHAPTER 6 : HIGHER EDUCATION : GENERAL, TECHNICAL, AND PROFESSIONAL

General Education : Degree Colleges

1. Enrolment of female students in degree colleges (including those in attached Intermediate classes) increased from [illegible] thousand (8.5 per cent) in 1973 to 53 thousand (10 per cent) in 1980.

2. In 1977-79 total number of female students in degree classes and above was 13,603 out of a total of 77,414 students. The percentage of female students was 17.57.

3. During 1978-79 there were 38 women's colleges including 9 government colleges, as against 277 for men students. In 1980-81 the number of women's government colleges increased to 21 whereas the number of non-government women's colleges decreased from 29 to 17.

4. Calculations of average expenditure per student per annum showed that the percentages of expenditure for women students was 13.25 in 1978-80 in non-government degree colleges, 21.00 in 1978-79 government degree colleges and 19.15 in 1980-81 in the four general universities.

General University Education

5. In the four general universities taken together there were 21.20 per cent women students as against 79.80 per cent men students in 1978-79. In 1980-81 the percentage of women students increased to 21.75. In absolute terms, however, the number of women students increased from 4,794 in 1977-78 to 6,766 in 1980-81. The growth rate of women students in all the general universities together increased by 41 per cent over four years whereas the growth rate of men students was only 27 per cent.

6. Dhaka University had the largest share of total female enrolment in all the universities (63.02 per cent) in 1977-78 whereas Jahangirnagar University had the lowest share (2.15 per cent). The share of Rajshahi and Chittagong Universities were 24.82 per cent and 10.02 per cent of their respective total enrolments.

7. Annual growth rates of female enrolment in Jahangirnagar, Chittagong, Rajshahi and Dhaka Universities are 92 per cent, 81 per cent, 41 per cent and 33 per cent respectively for the period from 1977-78 to 1980-81. The newer universities shows a sharper annual growth rate of female enrolment than the older ones.

8. In 1981 total enrolment in the four general universities was 31,101 of which 24,335 were men and 6,766 women. Correspondingly, a total of 14,492 students could get

accommodation in the residential halls of the four general universities, of which 11,210 were men and 2,282 women. Some 48.50 per cent of total female students were resident students.

9. There are 26 halls for male students as against only six for female students in the four general universities. Of these women's halls two are in Dhaka, two in Rajshahi, one in Chittagong and one in Jahangirnagar University.

Bangladesh University of Engineering and Technology

10. In the University of Engineering and Technology , the percentage of female enrolment was 3.28 in 1977-78 and 3.33 in 1980-81. In the faculty of Architecture and Physical Planning, however, the increase was 4.45 per cent in four years from 1977-78 to 1980-81.

11. There are six halls for male students in the BUET which can accommodate about 2,000 students but there is no separate hall for female students excepting one extension of Titumir Hall which can accommodate only 20 female students.

Bangladesh Agricultural University

12. The percentage of female enrolment in the agricultural university was 3.64 in 1980-81 as against 1.47 in 1977-78; the increase being only 2.17 per cent over a period of four years.

13. In the Agricultural University there is no separate residential hall for female students excepting one extension of Isha Khan Hall which can accommodate only 76 female students. For male students however there are six residential halls with an accommodation capacity of 2,200.

Medical Colleges

14. Female enrolments in all eight medical colleges together during 1978-79, 1979-80 and 1980-81 were 20.45 per cent, 17.76 per cent and 20.74 per cent respectively of their corresponding total enrolments. There was no substantial increase in the percentage of women students over three years.

15. As for out-turn, 75 female students (9.99 per cent), out of 751, passed M.B.B.S. examination in 1978-79. In 1980-1981 a total of 1,047 students passed M.B.B.S. of whom 146 (13.94 per cent) were women. This shows a proportionate increase in the out turn of women medical graduates.

16. In the dental college intake and out turn of women were 23.24 per cent and 22.03 per cent respectively of the corresponding total intake and out turn in 1980-81.

17. In the Institute of Post Graduate Medicine and Research, intake of women was 31.03 per cent of total intake in 1978-79 but decreased to 9.09 per cent in 1981-82, registering a decrease of nearly 22 per cent over two years.

National Institute of Preventive and
Social Medicine (NIPSOM)

18. Total enrolment in the five branches namely D.P.H., D.C.M., M. P. H., D.I.H., and D.M.C.H. & F.P. in which diplomas/degrees are offered in NIPSOM was 125, of which female enrolment was only 13 (10.41 per cent). Out of these 125 candidates only 52 came out successful during four years from 1978-79 to 1981-82, but no sexwise figure was available.

Institute of Public Health and Nutrition
Dietietics and Food Sciences (IPHNDFS)

19. Total enrolment in the IPHNDFS from 1978-79 to 1981-82 was 82 out of which 4 (4.87 per cent) were women. There is no out-turn figure, as no examination was held upto 1981-82.

20. In other institutions such as college of Textile Technology; Bangladesh Sericulture Research Institute, Rajshahi; Institute of Leather Technology female enrolment is insignificant.

21. In the College of Music, Dhaka, female students were 41.86 per cent of total enrolment during four years from 1978-79 to 1981-82.

22. In technical education, the share of expenditure for women students is very low. In the Agricultural University the percentage of expenditure for women students was 3.54 in 1980-81. In the University of Engineering and Technology

it was 3.40 for the same year. In the medical colleges the expenditure was higher, 20 per cent in 1978-79.

CHAPTER 7 : MADRASSHA EDUCATION

1. There are two systems of Madrassha Education in the country. One system, recognised by the Madrassha Education Board, consists of the following five levels :

(1) IBTEDAYEE Course of 4 years - Primary level

(2) Dakhil course of 6 years - secondary level

(3) Alim course of 2 years - Intermediate level

(4) Fazil course of 2 years - Bachelors degree level

(5) Kamil course of 2 years - Masters degree level.

2. There are some 2,828 recognised madrassahs of which only 14 are for girls' at the "Dakhil" level and one at the "Alim" level.

3. The other system, not recognised by the Madrassah Education Board, is composed of Hafizia and Furquania madrassahs, and these operate on voluntary basis. There were more than 15,000 such madrassahs in 1978 and enrolment of about 1.55 million .

4. From the statement of three District Education Officers of Bogra, Tangail and Chittagong it is found that about 25 per cent of total enrolment of madrassahs are girls but 25.17 per cent of them are in Furquania and Hafizia madrassahs and 39.72 per cent in lower classes of Dakhil madrassahs. The percentage of girls showed a decreasing

trend since 1978-79 and stood at 22.10 per cent in 1980-81.

CHAPTER 8 : TEACHER EDUCATION

Primary Training Institutes (PTI)

1. Female enrolment in PTIs considerably increased during 1976-81 period. While overall PTI enrolment declined over the years, female enrolment recorded a sharp increase in 1980-81.

2. PTI enrolment in Chittagong division stands far below those in other divisions and least improvement of PTIs has taken place in this division.

3. Establishment of exclusive women's PTIs does not seem to have been based on observed needs.

4. Among recent developments the most important ones are : (a) reservation of 100 seats per PTI for pre-service trainees of which 90 should go to women; (b) convertion of 9 general PTIs to women's PTIs; (c) relaxation of admission criteria for women; (d) provision of increased residential facilities for women; and (e) provision of more financial assistance to women.

5. Issues significant for women appear to be : (a) non-absorption of PTI trained graduates, (b) inadequacy of women's residential facilities, (c) meagre stipendary facility, and (d) insufficiency of complementary facilities like Day-care, MCH services etc.

Teachers' Training Colleges (TTCS)

6. Female enrolment in TTCs declined during 1976-81 and in Chittagong Division the decline was substantial. The range of female enrolment in TTCs varied from 4 to 134.

7. Absence of enrolment of women is low in TTCs where sufficient residential facility for women does not exist and where only urban women from the immediate vicinity of the TTCs can join.

8. Compared to women, men benefit more from the increasing stipendary facilities available in TTCs.

College of Physical Education

9. Training of physical education teachers seems to be in a confusing state due to the fact that its emphasis has shifted away from physical education to that of sports and recreation.

10. In the college of physical education 50 reserved seats for women have never been filled despite increase in stipendary facility. Female enrolment in the Junior Diploma Course of the college seems to be declining.

11. Female participation in the training programmes is affected by : (a) inadequacy of the amount of stipend, and (b) women's role as mothers which discourage them to become residential students.

12. Concern for women's role as teachers and that for their participation in the training programmes seem to be lacking in the overall perspective due to non-existence of preferential admission criteria and absence of proportionate allocation of financial grants for them.

13. Lack of proper social status for women and lack of scope for their upward mobility in job situations act as disincentives for them to participate in physical education programmes.

CHAPTER 9 : VOCATIONAL TRAINING PROGRAMMES

1. Vocation-oriented technical education programmes are formal, male dominated and urban centred. There are 32 VTIs, 17 Politechnics and 6 Monotechnics in the country. They fail to attract women. During 1978-79 women constituted only one per cent of total enrolment in the Polytechnics.

2. Demand for Polytechnic education has increased among women in recent years, particularly in metropolitan Dhaka. Non-formal vocational programmes and on-the-job training programmes attract women but those are not acknowledged by the Ministry of Education.

3. Female participation in technical/vocational education suffers due to : (a) lack of clear policies and strategies for women intake (specially prior to 1981); (b) ignorance

about overall effectiveness of formal programmes in identifying issues related to women's participation; (c) isolation of formal programmes from nonformal ones where women tend to participate; (d) unsuitability of the offered skills for women; and (e) absence of residential facility for women.

CHAPTER 10 : NONFORMAL EDUCATION IN BANGLADESH

A. Literacy

1. Female literacy in Bangladesh is distressingly low, only 13.7 per cent as against 29.9 per cent for males. Female literacy rates in various districts vary between 23.3 per cent in Barisal and 8.1 per cent in Rangpur.

2. Between 1901 and 1974 the rate of increase in women's literacy was 13 per cent compared to 20 per cent for men. Sex difference in the literacy rates thus widened from 9.4 per cent to 16.2 per cent against women.

3. In the districts with higher overall literacy rate the difference between male-female literacy rates is greater and urbanization does not significantly change female literacy situation.

4. In the literacy centres male participation rate is higher in rural areas and female participation rate is higher in urban areas.

5. The activities of the following non-government organizations: Bangladesh Rural Advancement Committee (BRAC), Jatiyo Tarun Sangha (JTS), Bangladesh Samabaya Union (BSU), Bangladesh Sakkharata Samity (BSS), Community Development Foundation (CDP) and Bangladesh Jatiyo Mohila Sangstha (BJMS), engaged in adult literacy work, have been confined to some small project areas.

6. The Government of Bangladesh launched a massive literacy programmewith effect from 21.2.1980, established a separate Directorate of Primary and Mass Education with field officers upto the Union level and the programme claimes to have effectively covered some 3.70 million illiterates (2.33 million men and 1.37 million women) by June, 1982.

7. In an evaluation of the Government's mass literacy programme through an intensive survey in 570 randomly selected villages of the country it was found that, (a) by June 1982, and estimated 2.54 million illiterates (including 489 thousand women) were enrolled at the literacy centres and 670 thousand of them (including 153 thousand women) became literate; (b) 1,34,950 teachers (including 17,613 women) were working in 62,869 literacy centres and 50 per cent of them belonged to 21-30 year age-group; and (c) despite rather low out turn of neoliterates the programme produced a wholesome impact throughout the country. (The government has lately decided to attach low priority to the

mass literacy programme and the Mass Education wing of the Directorate of Primary and Mass Education has been disbanded and the posts of field officers have been abolished).

B. Nonformal Skill Training Programmes

1. A survey of training programmes conducted in 1977 by UNICEF Women's development Unit found that following characteristics in 70 selected organizations giving skill training to women in Bangladesh :

(a) In all, 196 programmes were offered by the organizations of which 139 were nonformal;

(b) Out of 139 nonformal programmes 70 were in Handi-crafts which included training in jute, bamboo work, weaving, sericulture, knitting, crochet and tailoring. The training mostly attracted women below the subsistence level who hoped to earn their livlihood by selling their skills;

(c) Some 31 of the programmes were in Health and Family Planning which attracted unemployed individuals and field-level in-service Health and Family Planning workers;

(d) Only 4 per cent of nonformal programmes represented training in Agriculture and Livestock, which seemed very low considering the vast number of Bangladeshi women involved in production related agricultural activities.

2. The issues emerging from the UNICEF survey are :

(a) In quantitative term, a small number of women are reached by the organizations;

(b) The organizations offer nonformal programmes with the assumption of preparing trainees for the labour market but fail to generate employment opportunities and thus waste money and time;

(c) The programme contents are weak and unrelated to the demands of the labour market;

(d) Most programmes contents are overburdened with too many subjects, thus the acquisition of particular skills become diluted.

3. According to another UNICEF study :

(a) Almost 85 per cent organizations offering nonformal training programmes are non-government and only 15 per cent are government and over half of the organizations are located in 3 districts of Bangladesh;

(b) All the organizations have more than one objective ranging from 'economic benefit' to 'cultural activities' and over two-thirds of them aim at 'economic benefit';

(c) The organizations offer sewing, knitting, jute and bamboo works as skills and sewing is offered by 80 per cent of them and it is mostly limited to training in embroidery and garment making;

(d) Persons trained are mostly engaged in garment making, other works being flower and doll making and jute works whereas kitchen gardening is one of the main sources of income of the trained persons;

(e) Average monthly income of the incumbents is taka 200 or less but some 3 per cent have no income at all;

(f) Lack of capital, raw materials, skilled trainers, marketing facilities and handicraft designs are major handicaps of most of the organizations;

(g) The organizations lack adequacy and effective coordination both at policy making and implementation levels.

4. Achievement of the Bangladesh Academy for Rural Development (BARD), Comilla are :

(a) The number of women reached by women's Development Programme (WDP) through cooperative approach is very small, total membership being 1,611 during 1978-80;

(b) Women membership in mixed societies shows a decreasing trend, the reasons being non-availability of credit and a general indifferent attitude of male managers to women;

(c) Activities under WDP are classified into (i) organizational, (ii) economic and (iii) training activities aiming respectively at (a) emancipation of rural women by organizing women's cooperatives; (b) organizing income-generating projects through capital and credit formation;

and (c) skill training for projects like vegetable gardening, poultry and goat raising, horticulture, weaving, sewing and knitting.

(d) Women cannot buy sewing machines and duration of sewing and knitting training is shortened so the objective of income earning by women is not fulfilled;

(e) Weaving training seems effective but the number of trainees is very small. Though the unit has a production-cum-training centre, it faces problems like (i) lack of trainers, (ii) procurement of raw materials and marketing of products and (iii) maintenance of machinery.

(f) The largest number received training in vegetable gardening but the training is one of the shortest though the return from it is quick and one of the highest.

(g) Many women with requisite knowledge and skill for undertaking economic activities are unable to do so for lack of capital. In 1977-78 only 8 per cent of total women members received credit of an average amount of Taka 127 each.

5. (a) The goal of Rural Women's Cooperatives under Integrated Rural Development Programme (IRDP) is to integrate rural women into the development process by raising their commercial skills and earning;

(b) IRDP so far offered specialized training to selected members in fish cultivation, tailoring, para medical work, lasting from few days to six months.

(c) Between 1976 and 1979 training was given to 1,733 rural women in 84 centres, the largest number was 366 in tailoring.

(d) Each trained women is entitled to buy a sewing machine on payment in instalments and each earns between Tk.100 and Tk.150 per month on an average.

6. (a) Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF) was constituted for rehabilitation and welfare of war-affected women, but its functions have extended to widows and poor women and their dependents.

(b) The Foundation offers 3 types of training to women : (i) Vocational Training; (ii) Professional training; and (iii) Technical Training.

(c) The foundation's 47 vocational training-cum-production centres teach tailoring, jute work, clay modelling, printing, weaving, doll making, bakery, confectionery, cane and bamboo work. A total of 14,450 women were trained during 1972-81.

(d) Fifty per cent of total participants drop out from the programmes and generally the discontinuation rate is higher in big urban areas. The number of dropouts decrease with higher level of education.

(e) The dropout rate in production centres (where participants do apprenticeship after 9 month long training) is found to be more than 50 per cent, the reason being lack of inputs to the trainees for production of goods.

7. (a) Bangladesh Jatiyo Mohila Sangstha (BJMS), a parallel organization to BWRWF, initially aimed at developing 38 Union Development centres (UDC) for varied types of skill training for women but subsequently built-up 20 district, 40 subdivisional and 394 thana committees across the country.

(b) The BJMS activities heavily stress upon development of urban women through its 42 urban centres for women. The number of rural women's centres is only 15 (The functioneries of BJMS except National Women's Development Academy and Union Development Centres have now been closed down by the Government).

CHAPTER 11 : WOMEN'S EDUCATION, EMPLOYMENT AND FERTILITY BEHAVIOUR

1. Total work force in 1979-80 was 24.94 million in the rural areas and 3.47 million in the urban areas. Of this work force women were 9.6 per cent in rural areas and 7.8 per cent in urban areas. In 1984-85 projected employment of women is about 6 per cent in urban areas and 9.6 per cent rural areas.

2. Fertility of women seems to be inversely related to their husband's education as well as to their own education. The relation tends to be stronger if the level of education of both husband and wife is high.

3. Girls who marry late have fewer children.

4. Fertility is positively related to work status. Working women have fewer children.

5. Girls become discouraged to stay in schools because of rising cost of education and lack of hostel facilities.

6. Pursuit of cultural activities tend to reduce fertility.

7. Transportation is a big problem for working women.

8. In social life women enjoy an inferior status to men.

9. In Government health complexes and voluntary clinics contraceptives and services are given free but there is a high transportation cost involved in obtaining those.

10. Rural works programme seems to have caught the imagination of rural women.

11. Mother's clubs are found effective in dissiminating the message of family planning to rural women. Such clubs have also been able to rehabilitate rural women in cottage industries and handicrafts.

12. Unemployment among uneducated and half educated youths is acute.

B. RECOMMENDATIONS

The recommendations of the study "Assessment of Female Education in Bangladesh" have been grouped under three categories : A, B, and C. Under each category the recommendations have been put in order of their priority as conceived by the research team. Relevant chapters and sections of the text on which each recommendation is based have been shown in parenthesis at the end of each recommendation.

Those recommendations which are considered to have wide utility for USAID, the funding agency for the study, have been placed under category A. These recommendations have relevance to population control and/or are suggestive of actions indicated for Task II in the letter of intent dated 19th August, 1982 from USAID to FREPD in connection with the study. These recommendations point to certain areas where intervention is warranted.

Under category B have been placed those recommendations which are considered of no less importance than those under category A, but which may have limited utility for USAID. These recommendations, in general, point to expansion of educational facilities and equalization of educational opportunities particularly with regard to women of Bangladesh, a deprived and disadvantaged group. Category B recommendations are, by and large, addressed to GOB and NGOs.

Under category C have been placed those recommendations which do not fall under category A or B. These recommendations have been formulated with a view to strengthening the knowledge base in order to be better able to identify areas and actions for expansion and equalization of educational opportunities in general and for women in particular. Category C recomendations are addressed to all interested agencies and organizations functioning in the field of education.

Category 'A' Recommendations

1. Since sufficient reliable data on female education are wanting, a field study should be undertaken on a representative sample in the districts to find out educational opportunities and employment potentials for girls of secondary schools as well as their, and their parents' attitudes to education (5.2;5.6).

2. A cause-effect study should be conducted on the basis of multivariate analysis of socio-economic and educational variables in order to determine relative contributions of those factors upon dependent variables consisting of women's achievement, their dropout and wastage rates, participation rate and sex ratio at the secondary level (5.3).

3. Several micro (small) studies should be conducted to identify inter-community and intra-community sex disparities and the findings of such studies should be integrated with macro (large) studies in order to formulate realistic plans for education of women and other deprived groups at the community level (5.6).

4. A study should be conducted to determine the effectiveness of USAID supported family planning programmes in terms of the extent of attitudinal changes of rural women in the project areas about family planning knowledge and practice and also children's health care (3.7.5).

5. Because adequate residential facilities for women do not exist at institutions and because lack of such facilities adversely affect women's participation at all levels of education, women's residential facilities should be built and/or expanded as the case may be. Priority should be given for construction of women's residence halls at the University of Engineering and Technology and the Agricultural University and women's hostels on the premises of Teachers' Training Colleges (TTCs), Primary Training Institutes (PTIs), Vocational Training Institutes (VTIs), Polytechnic Institutes and Technical Teachers Training Colleges (TTTC). To expand the facility further Government Development Grant should be sanctioned to construct girls' hostels at thana, sub-division

and district levels - depending upon the demand-one hostel can accomodate girls of several schools and another can accomodate girls of several colleges. Such construction can be done in phases (5.3; 6.4; 8.4.7; 8.5.4; 8.4.9; 9.6.3).

6. In view of the fact that women constitute the largest single disadvantaged group, a generous scheme of scholarships/ financial grants for deserving women students at all levels and types of education should be undertaken to encourage women's participation in education and training (5.1; 5.6; 8.4.6; 8.4.10; 8.5.6; 8.6.4).

7. In order to remove/reduce disparities between the sexes, secondary schools for girls should be established in remote rural areas and city slums both at government and private initiative (5.6).

8. A study should be conducted to determine the impact of USAID funded scholarship programme of BACE. On the basis of impact study, feasibility of expansion of scholarship programmes at the secondary level may also be determined (3.7.5).

9. Since secondary education is terminal for the vast majority of students, the curriculum should be enriched with the addition of such courses as food processing, home management, simple technology crafts, etc, in order to cater to the economic, vocational and social needs of rural

communities, particularly women of farm families (5.1).

10. With a view to generating self-employment and encouraging late marriage and also to facilitate women's participation in development activities, non-formal skill development training programmes should be introduced according to local needs of rural communities (10.6).

11. In order to identify new areas and dimensions of population related knowledge and also to disseminate such knowledge, departments such as sociology, geography, economics etc. in the institutions of higher learning should initiate and/or strengthen research and action programmes on population related matters. Donor agencies can support such programmes to achieve the long term goal of fertility reduction and population control.

12. Because about 3.1 million illiterate children of primary age group and nearly 2.05 million primary school dropouts are not covered and are not likely to be covered by any existing educational programme now or in future, a special educational programme should be devised and introduced for them. This can be done by donor agencies or NGOs in two ways, (a) selected primary schools/mosques can hold classes according to convenience of local groups and follow a redesigned curriculum which should include literacy, health and population education; (b) in each union a six-room

primary school can be converted into a girls' primary school with two shifts/sections for such class levels as may be needed and follow the same redesigned curriculum. Imams of mosques and unemployed educated people of the locality, preferably women, may be given short training to teach in such schools. Unemployed PTI graduates may also be available for the purpose (4.7).

13. In order to facilitate larger participation of women in primary teacher training programme, the concerned Ministries should establish Day-care Centres and MCH services on PTI campuses for the first and/or second child of women trainees who are nursing mothers. The Ministries can seek cooperation from USAID and/or UNICEF for initiating such programmes (8.4).

14. Since non-formal skill training covers a wide range of income-generating activities and since there is dearth of efficient trainers for many such skills, a training programme for teachers of non-formal training programmes should be launched. USAID can cooperate with NGOs and GOB in building up a pool of such trainers (9.7.4).

15. With a view to attracting women to technical education, courses relating to skills suitable for women should be introduced in polytechnic institutes and VTIs. Radio and television repair and food preservation are examples of such courses. The Ministry of Education, the Ministry of

Social welfare and Women's Affairs and women's organizations should identify other skills and courses. Donor agencies can be approached by the appropriate ministry (Education; Technical education) for initial support (9.7.4).

16. A cause-effect study should be conducted to find out whether women take up salaried jobs because they have fewer children or because women have fewer children so they are on salaried jobs. Such a study can give positive guidance for relative importance to be placed upon fertility control and employment opportunities (11.14).

Category 'B' Recommendations

1. As information base is weak and as proper planning can not be done without reliable data, BANBEIS capacity and efficiency should be expanded and improved. A women's cell should be established within BANBEIS to collect, sort, and supply educational information regarding women (4.3.2; 8.7.8).

2. Considering women's important role in the economy, a non-formal programme for women's skill training for technology aiming at developing rural industries should be launched. This programme can be expanded in phases upto thana level. The thana unit should forecast market situations and facilitate marketing of women's products. VTIs should also develop such programmes (9.7.4; 10.12).

3. There are industrial estates in the periphery of some district towns with a substantial number of women labours. But since some other districts have potentials for industrialization, such industrial estates should be established in the promising districts depending upon their natural resources and supply of specific raw materials in order to generate employment among women.

4. Since repair facilities for equipment supplied/to be supplied to women and their spare parts are not easily available in and around local communities, a pool of skilled mechanics should be developed at the thana level. Community schools, now in operation in some 200 thanas, can be the base for producing such mechanics (10.8).

5. Since too many objectives and too much diversification of contents of non-formal skill training programmes for women have caused them to fail to develop appropriate skills, all programme sponsors should stick to a limited number of objectives for their programmes and concentrate efforts on development of selected skills by reducing diversity of training content for women (10.6).

6. Government and non-government agencies often duplicate non-formal skill training programmes, particularly those for women. Therefore, the Ministry of Social Welfare and

Women's Affairs should build up a mechanism to coordinate activities of such agencies with a view to remove/reduce duplication of efforts in the same area (10.7).

7. Women's training programmes suffer setbacks and training remains unutilized due to infrequent supply of raw materials, inadequate physical facilities, and absence of organized production centres. Therefore, supplu of raw materials, building adequate physical facilities and construction of organized production centres should be ensured by the sponsoring organizations or agencies,. In this context supply of credit to encourage self-employment must be smooth and regular (10.12).

8. Until now only a small number of women could be reached for skill training. In order to widen the scope of women's skill training a mobile training unit should be established to cater to the needs of the client groups at their door steps because village women are virtually immobile (10.6; 10.7; 10.8; 10.9; 10.10).

9. Since non-formal skill training for women can be either for upgrading existing skills or for developing new skills, a feasibility study should be undertaken to identify what types of skills are appropriate for which communities in terms of available human resources and supply of raw materials (10.12).

10. A study should be undertaken to evaluate the on-going non-formal skill training programmes for women in terms of their needs, objectives, programmes, inputs, outputs, and effective utilization of acquired skills (10.12).

Category 'C' Recommendations

1. In order to encourage women's participation in education, quota for women students in all institutions of higher education should be introduced and enforced.

2. To ensure future employability of educated women, Science and Commerce courses should be introduced in colleges for women at the district and subdivisional towns.

3. With a view to channeling appropriate talents to appropriate directions to meet manpower needs of the country, 'Guidance and Counselling services' should be introduced in secondary schools. Trained manpower for this purpose is available in the country (5.1).

4. To reform the existing public examination system and to facilitate 'Guidance and Counselling Service', standardized tests of achievements, aptitude, intelligence, interests and other personality variables should be developed and introduced in the education system. A Task Force, appointed by the Ministry of Education, has been working in this direction. The efforts should continue (5.1; 5.2; 5.7).

5. Since introduction of novel and sophisticated technology is likely to displace working women from their present occupations, appropriate technology for socio-economic stage of development should be gradually introduced. This can demand introduction of tailor-made technology in certain situations (10.12).

6. To encourage women to participate in production activities, provisions of the Factory Act dealing with facilities for women should be enforced in all industrial units and production centres. Separate rest rooms and recreation facilities for women should be ensured in all offices and establishments.

7. In order to prevent early marriage and thereby reduce population pressure, existing legal marriage age for girls should be strictly enforced.

8. Evidence suggests that educated men prefer to select educated women as their wives; husband's level of education affects fertility of the wife; and the higher the educational level of the husband, the fewer the number of children of the couple. This tendency can further be strengthened should the level of education of the husband and the wife be, generally speaking, at par. Therefore, educational

opportunities for girls beyond the minimum legal marriage age should be expanded.

9. Since Hafizia and Forquania madrassahs are officially unrecognized and since only 56 out of 2,828 madrassahs offering Alim and Fazil courses have NOT been modernized, all madrassahs should be brought under a central board, their curriculum updated, and science and vocational courses introduced in their curriculum to attract girls from orthodox families to participate in education (7.3).

10. In order to ensure supply of qualified and trained teachers for Polytechnics, Monotechnics, and VTIs, Technical Teachers' Training Programme should be continued and made in-service (9.7.4).

11. Since there is evidence that the mass literacy programme produced positive results towards awakening for minimum functional literacy, and since illiterate masses are likely to benefit from such a programme, the Government should consider the continuance of the mass literacy programme (10.4).

12. Because incidence of drop-outs is high at the primary level and because there is dearth of reliable knowledge of drop-outs, a broad-based survey of primary school attendance should be undertaken to be accomplished in two phases : February-March when the classes are fully formed and

October-November when the classes are about ready for the annual examination (4.5).

13. There is no reliable information regarding utilizatin of training of the graduates of teacher training institutions, thus the extent of wastage of resources and the nature of placement of such graduates are only matters of conjecture. Therefore, a study should be undertaken to identify the extent of dropout from teacher training institutions, attrition from the profession after successful completion of training and the nature of placement of those leaving the profession (8.7.8).

14. A study should be conducted on a representative sample of secondary school women graduates to determine the per capita cost of education of women and analyse social and economic benefits of such cost to justify that investment in women's education is worthwhile (5.6).

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PART TWO

THE REPORT

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CHAPTER 1

INTRODUCTION

1.1 Women in Bangladesh

Women constitute 48 per cent of the country's total population but they form the largest single neglected group. About 90 per cent of our women live in rural areas. They are mostly illiterate, tradition-bound and a vast majority of them are victims of severe poverty, hunger, destitution and mal-nutrition, as also their menfolks are. Women are more deprived than men.

Situation of women presents a gloomy picture in the educational scene although equal access to educational opportunity for both sexes has been guaranted by the constitution. Inspite of the growing awareness that education is the key agent for rapid development of half of the human resources of the country into a viable "work force", female literacy rate has been as low as 13.7 per cent as against 29.9 per cent for men. The situation is worse in the rural areas where only 10.9 per cent women are literate while the corresponding rate for men is 25.7 per cent. A recent study shows that the gap between male and female literacy rates was 9.4 per cent in 1901 which widened to 16.2 per cent in 1974[1].

1. Shamima Islam, Women's Education in Bangladesh : Needs and Issues, FREPD, Dhaka, 1982.

According to one source male-female ratios of students in the year 1978 were 63:37, 75:25 and 81:19 respectively in Primary, Secondary and University levels. The sex disparity with which the educational career of boys and girls begins, gradually widens through the successive higher levels of education[2].

As regards health situation, it has been observed that in general, women in Bangladesh suffer more from continuous malnutrition and diseases than men and the mortality rate is also higher among women than among men. The mortality rate is specifically higher among women of 10-40 years age group. Lack of proper health care and medical facilities, absence of basic nutrition from childhood, continuous sacrifice in the service of the family due to prevailing socio-cultural conditions, etc. take a heavy toll on the lives of Bangladeshi women.

In the employment sector, inspite of the constitutional guarantee for equal opportunity and reiterated in various plan documents, "in reality women in Bangladesh have little access to employment in service or industries due to social prejudice, lack of information, education and training"[3].

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2. Statistical Pocket Book of Bangladesh, 1980, Bangladesh Bureau of Statistics, Ministry of Planning, Dhaka, March, 1982.

3. M. A. Sattar, "Status and Role of Women in the organized Sector in Bangladesh", paper presented at an ILO Seminar, Dhaka, December, 1977.

Census data for 1974 indicate that out of the total agricultural labour force only 3.48 per cent were women. It accounted for only 3 per cent of rural women aged 10 years and over. However, agriculture is a subsistence family occupation, and women's contribution to it is not recognized in economic term. "Besides agriculture women are mainly found to be engaged in the tertiary sector of the economy"[4]. About 2 per cent of the industrial labour force are women, Women have few employment opportunities in technical and specialized jobs or in executive positions due to want of women competitors and a general attitude of non-acceptance of women in higher executive positions. Besides, very few women are involved in the planning and implementation level of any sector of national development.

The legal status of women in Bangladesh is far inferior to that of men. Although women are supposedly protected by theoretical legal rights, there exists a difference between theory and practice. Besides, the rights which have been granted to women by law, cannot often be realized because "the law has, in numerous places, been over-ridden by traditional usages"[5].

4. Rafiqul Huda Choudhury and Nilufer Raihan Ahmed, Female Status in Bangladesh, BIDS, Dhaka, 1980.

5. R. Levy, The Social Structure of Islam, "Sociology of Islam" (2nd ed.), Cambridge University Press, Cambridge, 1957.

As a result, from the very childhood, women in Bangladesh learn to regard themselves as inferior to men which works as a hindrance to the development of self-confidence required for success in life. To sum up, the situation of women in Bangladesh is characterized by illiteracy, ignorance, unemployment, poor health, inferior legal status and a subordinate position in all spheres of life.

The planned efforts during the last two decades have failed to touch more than a fringe of the female population in changing the situation in the particularistic social structure which ascribes a lower status to women and limits their economic functions to housekeeping along with processing of agricultural products in their homes and helping men occasionally on the farm or in the cottage industries as non-wage labourers.

Despite the pronounced intentions and painstaking efforts, women of Bangladesh in general and rural women in particular, play only a minor role in the socio-economic sectors of the country and have so far received lesser benefits compared to men. It has now been realized all over the world that national progress is not possible leaving behind its women population and that higher participation of women in education is essential for achieving the desired goal of development in all sectors. The Government of Bangladesh is fully aware of this need and is committed to the development of its human resources

irrespective of sex.

1.2 Demographic Conditions and Socio-Economic Realities

Bangladesh is a land of 55,598 square miles with a population of over 9 million. It is the eighth most populous country in the world with only three-hundredths of one per cent of the world's total land. Over 90 per cent of its population live in rural areas of which 80 per cent depend on agriculture which is characterized by small peasant farming.

Agricultural practices are predominantly traditional and deployment of a large manpower is unable to produce enough food for the people. More than 50 per cent of the country's GDP comes from agriculture. The land-man ratio, which is already one of the lowest in the world, has been continually decreasing - it was 0.47 acre per person in 1974 and 0.38 acre in 1981. Forty per cent of the rural population of Bangladesh is landless, 60 per cent suffer from malnutrition and 80 per cent live below the poverty line (in terms of minimum calorie intake)[6]. Per capita food availability dropped from 16.5 ounces per day in 1961 to 15.5 ounces per day in 1981. Per capita annual income is about US $100. Total labour force participation was 41.28 per cent in 1979 while the male and female participation ratio stood at 77:23 in the same year[7].

6. Second Five Year Plan of Bangladesh (1980-85).
7. Bangladesh Bureau of Statistics, Statistical Year Book of Bangladesh 1980, Dhaka, 1981.

The industry sector, although expanding, is poorly developed and is handicapped by managerial and technical skills.

1.2.1 Demographic Features

The country has a very high population growth rate of 2.5 per cent per annum[8]. At the turn of the century the area now comprising Bangladesh had a population of 28 million. According to 1974 census the population was 76.4 million (men 39.4 and women 37.0 million). By the year 1981 it rose to 89.9 million.

The Census of 1974 showed that 46 per cent of all men and 48 per cent of all women were below 15 years of age; 32 per cent of the total population was less than 10 years old. These figures point to a high dependency ratio, one of the highest in the world. Since the 19th century, overall sex ratios have continually indicated number of more men than women in the total population which suggests, interalia, a shorter life expectancy for women. "The most important demographic implication of the age structure in Bangladesh is that every year an increasing number of females will enter reproductive age, which disproportionately increased the growth potential of the population[9].

8. _____, A Preliminary Report on Bangladesh Population Census 1981 in Statistical Year Book 1980, Dhaka, 1981.

9. Women for Women, The Situation of Women in Bangladesh, Dhaka, 1979.

The present sex ratio in Bangladesh is 106 men for every 100 women[10]. In the 1974 Census, it was 108 men per 100 women, and it was found to be highly distorted in urban areas taken together where it rose to an average of 129 males for every 100 females. The birth rate in Bangladesh today is 42 per thousand per year and the death rate is 17 per thousand per year. Life expectancy at birth is less than 50 years, and a higher infant mortality rate (140 per thousand per year) is prevalent in the country.

1.2.2 Education

The 1974 Census, which defined literacy as the ability to read and write in any language, showed that only 22.8 per cent of the population was literate; 29.9 per cent men and 13.7 per cent women. In both urban and rural areas female literates were far less than men.

At present there are 43,937 primary schools with an enrolment of nearly 9.6 million and 9,500 secondary schools with an enrolment of about 7 million[11]. There are 630 intermediate and degree colleges and 53 technical and vocational institutions, there are 2,740 Madrassahs offering mainly religious education.

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10. Bangladesh Bureau of Statistics, Statistical Year Book of Bangladesh 1980, Dhaka, 1981.

11. Op. cit.

In the higher education scene, there are six universities in Bangladesh - four general, one for agricultural and one for engineering education. The number of students in the universities is 39,576 and the number of teachers is 2,386[12]. There are 8 medical colleges, 3 post graduate medical institutions, and one dental college, 4 engineering colleges and 2 agricultural colleges in the country. Besides, there are colleges for home economics, law, music, fine arts, etc., catering mainly to the needs of the urban population of the country.

1.3 Significance of the Study

The facts described in the foregoing sections warrant effective measures for improving women's educational opportunities and social status in order to ameliorate their present condition so that they can play their roles towards national progress and development. For ensuring equal participation of women in all spheres of life it is necessary to free them from deprivation and let them utilize their potentialities.

But any effort towards improving the present situation of women in Bangladesh depends on reliable information which is unfortunately not readily available. It is, therefore, necessary to take steps to overcome the current paucity of data on women. The task is complex, challenging and multi-

12. University Grants Commission, Returns from the Universities (1980-81), UGC, Dhaka, 1982.

dimensional. It calls for studies on a whole range of interconnected factors to find out facts and issues as well as prospects and limitations connected with possible efforts.

The present study designed to dig out and compile relevant data from secondary sources is expected to reveal, to a reasonable extent, the current status of women in Bangladesh with regard to their opportunities for and access to education. This is expected to identify the levels and types of female education for projects on which USAID investment would be most effective.

1. Purpose of the Study

The purposes of the study are:

i. To find out the current status of female education in Bangladesh at all levels and types in both rural and urban areas;

ii. To identify at which levels and in what types of female education investments would be most effective in improving women's social status and employment opportunities;

iii. To recommend specific interventions towards this end and to assess their feasibility.

1.5 Scope of the Study

A critical assessment of female education in Bangladesh forms the major scope of the study. The scope, as initially

envisaged in the design of the study, included the following (which, however, could be covered with some limitations) :

i. Bangladesh Government policies concerning women's access to education and employment, with specific reference to policies contained in the Second Five Year Plan; problems at the implementation level;

ii. Organization and role of the Ministry of Education; role of the Ministry of Women's Affairs and other Ministries and other Government organizations in promoting educational activities for women as well as recreational and other activities conducive to women's welfare;

iii. The present structure of the education system by levels and types of education (curricula, milestone examinations, certificates and degrees, entry requirements, etc.);

iv. Curriculum streams followed by girls at secondary level and beyond, curriculum streams open to girls at girls' and co-educational secondary schools; and conclusions as to the relevance of these to future employment;

v. Male and female enrolment patterns and wastage in primary and secondary education; determinants of student enrolment, non-participation, drop-out and achievement for male and female primary and secondary students, numbers and distribution of male, female and co-educational schools and

public and private schools; average school and class size; pupil-teacher ratios; quality of physical facilities and availability of educational materials, equipments and school supplies;

vi. Women's participation in higher education, female enrolments as percentages of total enrolments and by field of study; socio-economic profile of female students at the higher education level; direct and opportunity costs of higher education for women;

vii. Vocational training programmes for women; curricula and enrolment; entry qualifications; distributions of teachers by sex and qualifications;

viii. Number and distribution of primary and secondary school teaching staff by sex and qualification; distribution of female teachers by level, type of school and region; female enrolments in teachers' training programmes and special provisions for recruitment, training & employment of female teachers.

ix. Non-formal training programmes for women, both literacy and skill training; scope of current efforts, estimated number of women reached by level of education and field of training;

x. Direct cost of education for males and females at primary and secondary levels; opportunity costs to students and their families;

xi. Current donor efforts in the field of women's education and their impact on female participation in education and training;

xii. Analysis of available data describing the relationship between women's education by levels and fields and the following variables : income, social status and employment;

xiii. Impact of women's education on fertility behaviour by their level of education;

xiv. Public and private sector employment opportunities for women by level of education and field of study;

xv. The principal issues, problems and inequalities related to female access to education in Bangladesh, with particular reference to primary and secondary education, at which levels and in what types of education investments would appear to have the greatest potential of improving women's social status and employment opportunities, specific areas and types of interventions and activities towards these ends. These would relate specifically to USAID's development strategy, sector goals, and likely resources and staff availabilities, to implement such activities.

1.6 Organization of the Report

The report of the study has been organized in two parts: Part I contains the "Summary of the Major Findings and Recommendations" and Part II gives the complete "Report". Part II is divided into the following nine chapters :

CHAPTER I gives a general 'Introduction' on women in Bangladesh, demographic aspects and socio-economic realities. The chapter also includes signifcance of the study, purpose, scope and organization of the report.

CHAPTER II deals with the methodology of the study. It also identifies the limitation/constraints/data gaps in the study.

CHAPTER III contains sections on the system and structure of education in the country, curriculum streams followed by girls, organization and roles of different Ministries and other Government machineries engaged in the fields of education, women and development, etc. This chapter also includes a section on current donor efforts in those fields in Bangladesh and their impact on women's participation in education and training programmes.

CHAPTER IV provides information on primary education in Bangladesh with special reference to girls and its present status, future prospects and problems.

CHAPTER V gives information on secondary and higher secondary education in Bangladesh with special reference to women and its present status, future prospects and problems.

CHAPTER VI deals with the status of higher education in Bangladesh with special reference to women, the needs, issues and problems in higher education. This chapter includes general, technical, and professional types of higher education.

CHAPTER VII deals with the status of Madrassah education in Bangladesh with special reference to women, the needs, issues and problems.

CHAPTER VIII provides information on the structure, policies, and current status of teachers' training programmes in the country with special reference to female teachers. It also identifies the major issues and constraints and points out future direction of the efforts and their implications.

CHAPTER IX provides information on vocational training programmes in the country with special reference to women and the policy, definition, scope and limitation of these programmes. It also gives an overview of the programmes, growth and utilization of facilities in these programmes as also the needs and issues connected with these with particular reference to women.

CHAPTER X deals with a review of the existing situation of nonformal education programmes in the country with special focus on women. It also identifies the problems and prospects of both literacy and the skill training programmes in the field of nonformal education.

CHAPTER XI identifies the relationship between education and women at all levels, their income, social status and fertility behaviour. It also gives some information on the present situation and pattern of women's employment in the country.

CHAPTER II

METHODOLOGY

2.1 Introduction

The study is primarily based on: (a) review of available literature including published reports and documents, plans, education commission reports, census reports, scholarly publications, research reports, news-paper articles, etc.; (b) information collected from relevant agencies (Government, Semi-Government, Non-Government) in and outside Dhaka; and (c) interview of selected personnel (concerned with women's issues in the areas of education, employment and development).

2.2 Review of Available Literature (Published Documents, Books, Reports, Journals, Handouts, etc.)

With a view to elicit pertinent information from secondary sources relevant literature was reviewed. Literature collected from various organizations, agencies, institutes was reviewd and analysed. A group of Field Investigators visited a large number of organizations and collected more than 200 titles of books, reports, journals, handouts, etc. Among these only the published ones found relevant to the study have been referred to.

A survey of advertisements appearing in the two leading national dailies - one Bengali, the daily "Ittefaq" and the other English, the 'Bangladesh Observer' - was also made. Advertisements on employment situations were collected and analysed to see whether the advertisements had any scope for,

or discrimination against women. All advertisements of 183 issues of the daily Ittefaq (April 1, 1981 to September 30, 1981) and advertisements of 182 issues of the Bangladesh Observer (from October 1, 1981 to March 31, 1982) were considered for the purpose.

2.3 Information Collected from Relevant Agencies (Public and Private) in and Outside Dhaka

After the review of literature, gaps between the body of information available and that required to meet the demands of the study were identified. The gaps were attempted to be filled up by administering a set of questionnaires to various organizations. The questionnaires had been so designed as to collect only such information as were not available in published or documented form. For this purpose, organizations/institutes/offices (Government, Semi-Government and Non-Government) which were considered potential sources of related information were listed and visited by the field investigators to administer the questionnaires.

A special questionnaire was prepared to get information from national level administrators/institutions, such as the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), and the offices of the Director Generals of Secondary and Higher Education and Primary and Mass Education. The raw data in those organizations were found

insufficient. In some cases it was not possible to seive information from the entire pile of raw data because of time constraint. For instance, BANBEIS had a huge pile of filled in questionnaire from 8,502 secondary schools. A random sample of 10 per cent questionnaire was taken and the data was compiled by FREPD research staff.

The second questionnaire was prepared for the educational institutions, with a view to collect current information on those institutions because such information was not available from secondary sources. For the purpose of covering such institutions, besides personal visits to those in Dhaka City and also in Rajshahi and Comilla, the questionnaire was mailed. The mailing was necessary because the required information was not available from the central office in Dhaka. Most of the technical institutes and all the teachers' training colleges and institutes were covered by this method (Appendix C).

The third questionnaire was prepared to collect information from large national and multinational organizations including many institutes with a view to getting a picture of women's employment situation and also to elicit opinions of the managements about the opportunity of women's employment (Appendix C). For this purpose more than 150 organizations were visited.(Appendix D).

NGOs including major donor agencies which have programmes with special focus on women and education were also covered by an interview schedule.

2.4 Interview of Selected Personnel (Concerned with Women's Issues in the Areas of Education, Employment and Development)

An interview schedule was prepared to seek opinions of the heads of organizations concerned with women's issues in the areas of education, employment and development. Opinions were sought specifically on their policy of including women in their programmes, the situational assessment of women and the problems faced in absorbing women in the programmes sponsored by those organizations.

2.5 Procedure of Analysing Data

While the field work was carried out, some of the information already collected were simultaneously documented in the form of basic tables with a view to expediting work. Later, the information were divided into several groups e.g., Primary, Secondary, Higher, Vocational, Teacher Training, Non-formal Education, etc. The information thus collected and documented were processed and distributed over those groups by the research staff under the supervision of the research team. Members of the research team then analysed the data under each group assigned to them, listed the

findings, draw logical conclusions and made specific recommendations, initially individually, and finally made a synthesis collectively.

2.6 Limitations

Information obtained from the available literature was insufficient. Information on current status of women in education and employment was scanty. Most of the statistics did not present sexwise information. Again, the reliability of data in most cases could not be ascertained.

These weaknesses demanded the research team to look for further information through personal approach and mailing of questionnaires to organizations/institutions related to women's education, employment and other activities. The heads of the organizations/institutions were requested to provide the information required as well as to make available the unpublished official documents and records for study. Some organizations did cooperate but others were reluctant and non-cooperative. Many of them did not show a positive attitude to the study and it was apparent that those organizations/institutions did not have any system of sorting and preserving information. The field investigators had to visit some of the organizations for several days to copyout relevant information. Data collection was difficult throughout the month of June due to the busy financial year ending

activities in the government and autonomous organizations. The Ramadan vacation in many educational institutions also caused some delay in the work.

Despite all efforts, many information necessary to meet the demand of the study remained unavailable. The following information could not be obtained by any means :

(i) quality of physical facilities and availability of educational materials/equipments and school supplies especially in secondary schools and institutions of higher education;

(ii) opportunity cost at each level of education for students, specially women and their families;

(iii) an inventory of major NFE programmes giving information regarding objectives, showing areas of operation, types of programmes, status of participants etc. and estimated number of women in NFE programmes by levels of education and field of training;

(iv) examination results by sex at all levels and each category of education;

(V) curriculum streams followed by girls at the secondary level and beyond, and reasons thereof;

(vi) current status of the socio-economic background of women in higher education throughout the country;

(vii) information on government colleges and schools especially at secondary and higher secondary levels;

(viii) relationship between employment of women by level of education and field of study;

(ix) relationship between women's education and fertility.

CHAPTER III

EDUCATION IN BANGLADESH : STRUCTURE, ADMINISTRATION, CURRICULUM, ROLE OF FUNCTIONERIES AND CURRENT DONOR EFFORTS

3.1 The Background

Any system of education anywhere in the world generally has one prime objective, i.e. converting its "human resource" into "human capital" by using its potentialities through different channels and tires of education. In the Bangladesh context, the development of potential capabilities of its human resource for utilization through education is of significant importance for the development process. The Second Five Year Plan of Bangladesh (1980-85) emphasizes this objective and aims at linking education with employment, making science and technology a basic component of education, accelerating the development of women's education, reducing the rural-urban gap, etc. However, experiences reveal that it is an extremely difficult task to discern the aims of education all at once because of the economic and social forces working behind such a task. The system of education, though it has to have certain permanent attributes, must change to adopt itself to the changing needs of the society. The education system of Bangladesh is no exception to this.

The present education system owes its origin to the past British rule in the sub-continent. The education system, inherited at the time of partition of India in 1947

was found inadequate to meet the needs of time and reflect the hopes and aspirations of an independent nation or of a growing economy. Primary and secondary education were bookish and there was hardly any technical education. However, since 1947, attempts were made from time to time to reform the system of education with a view to meeting the changing needs of the society and to cope with the fast moving world situation.

3.2 Attempted Changes and Improvements

During 1947-60 the old system of education continued and a general deterioration of standards resulting from the mass exodus of qualified teachers could not be checked. The first comprehensive enquiry into the educational situation in the country was undertaken by the "Commission on National Education" of the erstwhile Government of Pakistan during 1958-1960. Then came the "Commission on Students' Problems and Welfare" of 1964 and the "Education Policy of March 1970". However, the old system largely continued with some changes here. Some amount of expansion of the system took place which, in many cases, did not prove adequate and effective.

The country had a traumatic experience during the War of Liberation of 1971 which left the education system almost totally paralysed due to the losses suffered by institutions. Social values changed and new needs showed up

as the aftermath of the War. An "Education Commission" was set up by the new Bangladesh Government in 1972 with a view to orienting the education system to the national objectives of the new independent country. The Education Commission published its report in 1974. The Commission recommended, among others, universalization of primary education, diversification of secondary education with science and vocational courses and emphasized the need for life-oriented education and opined in favour of "keeping the door of higher education open for the deserving."

However, many of the measures suggested in the 1974 Education Commission Report were not implemented and the Second Five Year Plan (1980-85) document did not even make any mention of this report. Instead, in discussing the issues and constraints it said "No coherent national education policy on the basis of the study of the entire existing education system has been formulated." The strategy adopted in the SFYP is a significant departure from earlier plan documents. The SFYP proposes "rationalization" of the existing education system, "through curriculum changes, diversion of larger number of students to vocational and technical courses, creation of opportunities for non-formal education for various clientles, greater flexibility of student mobility both vertically and horizontally, reforms of educational administration....." (1:XVI-7).

The "National Curriculum and Syllabus Committee" set up by the Government in 1975, did some pioneering work in developing new curricula geared to meet the changing needs of the individual student and the society. Attempts have been made by the NCSC to incorporate curricular contents linked with real life situations of the learners and to organize teaching-learning experiences and activities around the learners' environment at developing self-dependence and productive skills with the use of local resources.

3.3 The Present Structure of the Education System

The main stream of the national system of education broadly comprises of three stages - primary, secondary and higher (Appendix BI).

Primary Education : It is the base of the country's educational pyramid and has a duration of 5 years (classes I to V) and is meant for 6-10 year age group children. The medium of instruction is the Mother Tongue. Primary education has been made free and the teaching contents include basic language course, elementary mathematics, basic knowlege of environment (social science and science), religious education, arts and crafts, and music.

Secondary Education : Primary education is followed by a three tier secondary education. The first one is

'junior secondary' which is of three years' duration (classes VI, VII, VIII), the second one is called 'secondary' and consists of a two year period (classes IX and X) followed by the third tier called 'higher secondary' (classes XI and XII). Secondary education corresponds to the 11-16 year age group. Education for grades VI to X is available in the institutions called "High Schools". There are only a few "Junior High Schools" with classes VI, VII and VIII. Higher secondary education is offered in the intermediate colleges or intermediate sections of degree colleges. There are two public examinations, the Secondary School Certificate (SSC) examination at the end of class X and Higher Secondary Certificate (HSC) at the end of class XII, both of which are conducted by the four regional Boards of Intermediate and Secondary Education (BISE).

However, within and after the secomdary stage diversion of students towards other streams takes place. After class VIII one stream follows the general education course (SSC) in high schools and the other follows vocational courses in vocational training institutes (VTI) or Technical Training Centres (TTC). Secondly, after class X one stream goes to intermediate colleges to take up intermediate courses (HSC) (in arts, commerce, science, home economics, music) of two years duration (classes XI and XII) and another

stream enters polytechnic or monotechnic institutes for technical diploma courses of 3 years duration, a third stream goes to Primary Training Institutes (PTI).

Higher Education : After class XII, some students enter the general universities and degree colleges and others enter the technological and professional colleges and universities such as, engineering, medicine, agriculture. In the general degree programmes students can pursue, in accordance with their ability and aptitude, the Pass/Honours Bachelor's Degree Courses (of two/three years duration) in the universities, which are followed by the Master's Degree Course mostly available at the universities. The Master Degree course is of one year's duration for holders of Honours Bachelor's Degree and of two years duration for holders of Pass Bachelor's Degree. Both Bachelor's and Master's Degrees are available in four areas - arts, science, commerce and law, though these areas are further split into specific disciplines. The general pattern of education in Bangladesh is, therefore, 5 + (3+2+2) + (2/3 + 2/1). Universities also provide facilities for research and advanced studies leading to M.Phil, and Ph.D. Degrees.

Technical Education : The organization of technical education in Bangladesh is in three tiers : Certificate courses, Diploma courses and Degree courses. The Certificate

courses, in general, are meant for skilled workers and are of 1-2 years duration. Entry into these courses (in VTI s and TTCs) generally demands, as mentioned earlier, eight years of schooling.

Polytechnic and Monotechnic Institutes offer diploma courses of three years' duration, in the engineering and industrial skills after ten years of schooling. In the Commercial Institutes and also in the commercial sections of the Polytechnic Institutes, courses of two year's duration are offered. The Board of Technical Education prescribes courses and syllabuses and awards diplomas. The diploma courses in the Polytechnic Institutes include civil engineering, mechanical engineering, farm engineering, automobile, power, electrical, machine shop and commerce.

Engineering Education : Degree programme in engineering is offered both at the University of Engineering and Technology (BUET) and the Engineering Colleges. The entry requirement is HSC and the duration of the course is 4 years leading to the degree of B.Sc. in Engineering. BUET also offers a two-year post graduate course after B.Sc. (Engg.) leading to the degree of M.Sc. in Engineering. Degrees are offered in 9 disciplines : Civil Engineering, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Metallurgy, Naval Architecture, Water Resources, Physical Planning and Architecture.

Medical Education : Medical education is of 5 years duration after HSC leading to the Degree of M.B.B.S. This course is offered in the Medical Colleges. Post Graduate training after M.B.B.S. is offered at three institutes : Institute of Post Graduate Medicine and Research (IPGMR), National Institute for Preventive & Social Medicine (NIPSOM) and Institute of Public Health and Nutrition (IPHN). Recently, the College of Nursing has introduced a graduate nursing course.

Agriculture Education : Agriculture education is offered, after the HSC level, both at the Bangladesh Agricultural University and the Agriculture College. The Bachelor of Agriculture Degree runs for a period of 4 years, that of Veterinary Medicine (D.V.M) is also of 4 years duration. These are followed by 2 years' Master's courses in Agriculture and Veterinary Medicine respectively. In addition, a course for B.Sc. in Animal Husbandry continues for 2 years.

Teacher Education : Bangladesh has an institutional network for training of teachers. There are 47 Primary Training Institutes (PTI), offering one year course after SSC leading to Certificate in Education. Ten Teachers' Training Colleges offer one year Bachelor of Education (B.Ed) after the first degree. The Institute of Education and

Research (IER) offers a one year Diploma in Education equivalent to B.Ed., for the ordinary graduates and a one year Master of Education for those with a B.Ed. degree. It has a Ph.D. programme as well. The only College of Physical Education offers a one-year Bachelor in Physical Education to the first degree holders and a Diploma in Physical Education to the under-graduates. Training facilities for the technical teachers exist in the only Technical Teachers Training College (TTC) under the Directorate of Technical Education.

Madrassah Education : In addition to the general stream, there is a separate stream known as the 'Madrassah Education' which offers mostly traditional Islamic Instruction to Muslim boys and girls and prepares them for religious duties. Under the overall control of the Madrassah Education Board, Bangladesh has a network of 2,828 Madrassahs[1] offering religious education at various levels corresponding to the primary, junior secondary, secondary, higher secondary and graduate levels of the general education stream. These institutes have so far focussed on the study of the Holy Quran, Hadith, Tafsir, Fiqha, Usul and Arabic language and

1. The figure was obtained from Madrassah Education Board.

Literature. However, with a view to modernize the madrassah curriculum in response to the needs of the society, efforts have continued to strengthen the teaching of science and mathematics in the madrassahs so that their graduates become qualified for general vocations of life as well.

3.4 Educational Administration in Bangladesh and Role of Major Functioneries

3.4.1 The Present Administrative Structure[2]

The administrative structure of education in Bangladesh is centralized. At the apex of the structure is the Ministry of Education headed by the Education Minister. The Education Secretary works as the executive head of the education department under the Minister. The Additional Secretaries, Joint Secretaries, Deputy Secretaries and Section Officers are the key administrators in succeeding strata of the Ministry under the Secretary and specific responsibilities are assigned to them. The Ministry has three main executive organs, namely (i) the Directorate of Secondary and Higher Education, (ii) the Directorate of Primary and Mass Education, and (iii) the Directorate of

2. Hafez Ahmed, Efficiency in Educational Administration : Its Structure, Management and Financing, paper presented at a Seminar on World Bank's Policy Approaches to Education in the context of Bangladesh, held in Dhaka in June 1982.

Technical Education. These Directorates, four Boards of Intermediate and Secondary Education, the School Text Book Board and the University Grants Commission are the main organs engaged in the administration of education at all levels. Except the Directorates, all the other organs enjoy autonomous status under the Ministry of Education. The most recent addition to the list of organs are the National Curriculum Development Centre (NCDC), the Bureau of Educational Information and Statistics (BANBEIS), the Directorate of Inspection and Audit, the Equipment Development Board and the National Institute for Educational Administration, Extention and Research (NIEAER). At present 47 Primary Training Institutes (PTIs) provide Training to the primary school teachers. The Academy for Fundamental Education provides leadership in training, research and curriculum study per[illegible] Primary Education. Ten Teachers Tra[illegible] cater for training of [illegible] NIEAER provides s[illegible] [illegible]ool and college teachers. [illegible] facilities for research on educational adn [illegible]ation, management and training. The Institute for the Advancement of Science and Technology Teaching (IASTT) has been providing in-service training for science teachers of secondary schools and colleges (Appendix B2).

3.4.2 Role of Major Functionaries

Ministries : The Ministry of Education is the main sponsor of all types and levels of formal education. It is responsible for formulation and implementation of policies related to education. This Ministry is the employer of 200 thousand personnel representing 33 per cent of the total Government employees in the country. Several other Ministries are also involved, in a much smaller way, in the field of education. The Ministry of Health is concerned with medical education as well as health and nutrition training; the Ministry of Manpower, with vocational education and training. The Ministry of Social Welfare and Women's Affairs looksafter the welfare of women including education. In addition, a large number of national and international organizations are involved in education, particularly non-formal education and skill training programmes.

A brief account of the major functionaries under the Ministry of Education is given below :

Directorate of Primary and Mass Education : In accordance with the objectives of the Second Five Year Plan which envisaged "introduction of Universal Primary Education and liquidation of illiteracy", a Directorate of Primary and Mass Education headed by a Director General was set up by the Government in 1981. It has jurisdiction over all primary

schools and the district, sub-division , and thana education offices, 47 primary Training Institutes, mass education activities (which has lately been discontinued), and the International Development Association (IDA) financed UPE project in 40 thanas of Bangladesh.

The Directorate of Secondary and Higher Education has, under its control, the Directorate of Secondary Education to look after, manage and supervise the Secondary Education System and a Directorate of Higher Education to supervise and manage the Government and Non-Government colleges. NIEAER, the School Broadcasting Project, the Audio-Visual Aids Centre and the Community School Project also come under the jurisdiction of the Directorate of Secondary and Higher Education. The Directorate has jurisdiction over divisional, district and sub-divisional education offices.

The Directorate of Technical Education (DTE) is responsible for administration of the Engineering Colleges, Polytechnic Institutes, Institute of Leather Technology, Institute of Textile and other Technical Insitutes. DTE also manages and supervises 33 Vocational Training Institutes located at different sub-divisional headquarters.

Boards of Intermediate and Secondary Education (BISE), one in each of the 4 divisions, conduct the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) Examinations. The Boards also issue certificates to the successful candidates.

Bangladesh School Text Book Board works as a clearing house for writing, production and distribution of textbooks in the primary, secondary and higher secondary levels of education. The Board produces and distributes textbooks at a minimum price.

The National Curriculum Development Centre (NCDC) was set up for continuous qualitative development of school curriculum. Its functions are to develop syllabuses, schemes of work, teachers' handbooks, pupil's learning materials including model text-books, audio-visual aids and assessment methods. There has been a recent Government order to merge the School Text Book Board and NCDC.

The Bangladesh Educational Equipment Board has been functioning for a number of years as the central agency for design, development and promotion of locally produced educational equipment for schools and colleges. It has been assigned the responsibility to act as the co-ordinating and regulating agency in matters of design, development, production and distribution of educational equipments and training

of teachers in their use and maintenance.

The Audio-Visual Aids Centre has been responsible for preparing and distributing educational films, filmstrips, wall-charts and other audio -visual aids to schools and colleges. It also organizes training courses for teachers to train them in handling, maintenance and repairing of audio-visual aids. This centre acts as the principal source of information on audio-visual programmes and it maintains a library of these aids.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS) is an attached department of the Ministry of Education for the purpose of collecting, compiling, preserving and disseminating educational information and statistics of all levels and types of education. A specialised library has been set up by BANBEIS with the objective of acting as the "national documentation centre" for educational matters.

The University Grants Commission (UGC) was set up by the Government in 1973 and was assigned the function of overseeing the universities. Apart from this general function, it also sponsors and guides various research projects at the University level, offers scholarships under "Junior Research Fellowship Programmes" and processes nominations for foreign awards offered by various foreign countries,

educational agencies and international bodies. The Commission tries to promote programmes involving international collaboration with a view to helping the universities in obtaining assistance from international agencies for improvement in teaching and research at the university level. It also organizes seminars and symposia on various issues relating to university education in Bangladesh. An information cell is attached to the University Grants Commission to collect, organize, store and publish statistical data relating to students, teachers, employees and development activities, etc., of the universities.

The Institute of Scientific Instrumentations (ISI) was set up in 1975 as an autonomous organization under the supervision of the University Grants Commission. Its primary function is to train technicians for maintenance, repair and development of expensive and sophisticated scientific instruments and equipments used for teaching and research purposes in the universities, colleges and research institutes in the country. It has a team of experts to provide advisory services and undertake the installation, maintenance and repair of the equipment at site, if necessary, and maintain a stock of common spare parts of various equipments used in these organizations. The Institute undertakes the job of designing, developing and fabricating

scientific equipments and their spare parts to suit local needs and conditions. It also acts as a centre for seminars, workshops, and conferences related to the field of instrumentation.

The administrative structure of the education system in Bangladesh is composed of various functionaries at different levels and types of education. However, all these attached offices, departments and directorates are accountable to and managed by one central organ of the government, i.e. the Ministry of Education. These offices, with their central and regional branches, chiefly perform executive functions and are often required to contribute to the planning process acting in a kind of advisory capacity. Thus, in effect, the educational administrative structure of Bangladesh is a centralised one.

3.4.3 The Management of the Education System

The Ministry of Education is the controlling authority and the principal sponsor of education and related activities in Bangladesh. A brief account of the role of the functionaries under the Ministry has been given in section 3.4.2. An account of the organization/management of the system at different levels is presented in the following paragraphs :

At the Central Level : The Education Minister is the chief executive and performs his duties of policy formulation and implementation in accordance with the principles and policies laid down by the Government. The Secretary, Additional Secretaries, Joint Secretaries, Deputy Secretaries and Section Officers of the Ministry carry out their responsibilities as assigned to them and assist in the implementation of policies and management of all types and levels of education in the country. The Directorates, offices, specialised agencies and institutions mentioned in section 3.4.1 work in their respective spheres under the Ministry.

At the Divisional Level : There is one Deputy Director of Public Instruction (DDPI) working in each of the four divisions and it is attached to the office of the Director General, Secondary, and Higher Education at the centre. The DDPI in each division is in the overall charge of all government programmes of secondary education in the division. He inspects secondary schools, prepares reports and submits these to the Director. There are two Divisional Inspectors for boys' schools and two for girls' schools under each DDPI.

At the District Level : There is one District Education Officer (DEO) in each district under the DDPI. He inspects all non-government secondary schools and junior schools and

submits reports to the authority and runs the day-to-day administration of the District Education Office. The post of the District Inspector of Schools has recently been renamed as District Primary Education Officer. There is also a District School Committee in each district headed by the Deputy Commissioner to look after the general welfare and development of the schools in the district.

At the Subdivisional Level : There is one Subdivisional Education Officer (S.D.E.O.) under the D.E.O. He is in charge of administration of the secondary schools in the subdivision and he inspects these schools, receives inspection reports from the T.E.O.s and sends these to the D.E.O.

At the Thana Level : One Thana Education Officer assisted by one or more Assistant Thana Education Officers (newly created) is in-charge of the primary education programme at the thana level. He inspects all the primary schools of the thana, keeps records and service books of teachers of primary schools and submits reports to the S.D.E.O.

In the case of Technical Education there is no network to look after the institutions attached to the Directorate of Technical Education. However, the D.T.E. has four divisional offices headed by four Divisional Inspectors whose principal responsibilities are to supervise

the technical and vocational training institutes managed by the DTE and send reports to the head office.

The management of Higher Education in Bangladesh is shared by the Government and the universities. All the higher institutions of medical, engineering and agricultural education and all the teachers training colleges, excepting the Institute of Education and Research (IER) under Dhaka University, are run by the government. However, these are only loosely and academically linked with the universities as affiliated institutions and the universities approve their course of studies, hold the examinations and give the degrees. The universities are managed, according to their respective statutes, Acts, Regulations, etc. promulgated from time to time. They are autonomous but bound by rules of financial accountability.

Some Recent Developments : The government of Bangladesh is committed to universal primary education. The administrative machinery is being restructured with a view to decentralising the administration and ensuring local level participation and decision-making. With this end in view, the Local Education Authorities (LEA) have been created by the "Primary Education Act, 1981". At each subdivisional headquarters, the LEA, comprising both officials and public representatives, has been set up for the management and

administration of primary education. It appears that it will take quite some time to constitute all the LEAs and ensure their effective functioning. The functions of the officials and their mutual relationships have yet to be clearly defined.

For inspection and constant vigilance of primary schools 2,000 posts of supervisors have been created to be based at the union-level - one with the charge of two/three unions. But recently, under a revised decision, they have been posted as ATEOs at thana headquarters to assist the Thana Education Officers.

Inspite of efforts for decentralization, it appears a tough task for a single Ministry to administer 60 thousand educational institutions and 200 thousand employees to run the system efficiently. It has been observed that "the Ministry is too much over-burdened with personnel administration and educational logistics at the expenses of the more important functions of policy making, planning, programming, monitoring, evaluation and overall direction in plan implementation"[3]. Even if a large number of offices

3. Ghous-Ul Hussain, Educational Administration - its Structure, Management and Finance in Bangladesh, paper presented at a seminar on World Bank's Policy Approaches to Education in the context of Bangladesh, held in Dhaka in June 1982.

attached to the Ministry are working at the regional levels, their powers are limited and the officials are often busy with routine office work and they hardly have enough time and energy for regular supervision of educational institutions and providing academic leadership to them.

Educational administration and management in Bangladesh also suffers from the lack of mechanism for gathering information, research, curriculum development, monitoring and feedback systems.

3.4.4 Educational Finance in Bangladesh

Financing of education in Bangladesh is difficult because of limited resources. The Education sector in Bangladesh is underfinanced, inspite of the fact that it is a priority area and development of education is regarded as one of the most important objectives. Bangladesh spends hardly 2 per cent of her GDP on education as against over 3 per cent in some neighbouring countries. The share of education in total public expenditure is low and the distribution of public expenditure over various levels of education is somewhat oblique. Annual recurrent expenditure per student is about US $5 in primary education, $7 in government secondary schools (and lower than that in non-government secondary schools) and $230 in universities.

During the financial year 1980-81 the budgeted recurrent expenditure on education amounted to Tk.2,003 million or 13.10 per cent of the country's revenue budget and 1.21 per cent of estimated G.D.P. The share of recurrent expenditure on education in the total public sector development expenditure dropped from 7.2 per cent in 1974 to 4.45 per cent in 1981. The Government's financial involvement has increased to a large extent over the last few years with the tremendous increase in the number of institutions, teachers, administrative and supervisory posts, etc. As for example, the government's contribution to the salary of teachers of non-government institutions rose from Tk.34.7 million in 1970 to Tk.470 million in 1981-82[4].

3.5 Overview of Curriculum

Bangladesh inherited its education system, curricula and syllabuses which were in force prior to 1971. This education system was found inadequate in fulfilling the hopes and aspirations of the newly independent country. Therefore it became imperative to revise the curricula and syllabuses after 1971.

4. Hafez Ahmed, Efficiency in Educational Administration, Its Structure, Management and Financing, paper presented at a seminar on World Bank's Policy Approaches to Education in the context of Bangladesh, held in Dhaka in June 1982.

With this end in view, "Bangladesh Education Commission" was set up in September 1972 and its report was published in May 1974. As the First Five Year Plan of Bangladesh had already been finalized before the publication of this report, its recommendations could not be incorporated in the FFYP document.

The Government of Bangladesh then set up a "National Curriculum and Syllabus Committee" in October, 1975, to revise the curricula of classes I-XII. Implementation of the recommendations of this body started in 1978 and the new curricula, syllabuses and textbooks are now in use in the school system.

The old and new curricula and syllabuses for different levels of education in force before and after 1977 are shown below which will give an idea of recent changes made.

3.5.1 Primary Stage (Classes I-V)

The old curriculum (1962-1977) included the following subjects :

(1) Bengali (Mother Tongue)

(2) Elementary Mathematics

(3) General Science

(4) Social Studies

(5) Physical Education and Health

(6) Religious Education

(7) Arts and Practical Arts

(8) English (optional from classes III-V)

The New Curriculum (since 1978) recommended the following subjects :

(1) Bengali (Mother Tongue) (classes I-V)

(2) Mathematics (classes I-V)

(3) Environment Study (classes I - II)

(4) Environment Study : Social Science (classes III-V)

(5) Environment Study : Science (Classes III-V)

(6) English (classes III - V)

(7) Music (classes III - V)

(8) Physical Education (classes I-V)

(9) Islamiat/Buddhist Religion/Hindu Religion/ Christian Religion (classes I-V)

(10) Arts and Crafts (classes I-V)

3.5.2 Middle Stage (classes VI, VII, VIII)

The Old Curriculum (1962-77) included the following subjects:

Compulsory subjects

(1) Bengali (Mother tongue)

(2) English

(3) General Mathematics

(4) Social Studies

(5) General Science

(6) Physical Education

(7) Art and Crafts or Art and Practical Arts

Elective Subjects : One or two of the following subjects:

(1) Arabic

(2) Urdu

(3) Bengali

(4) Poshtu

(5) Gujrati

(6) Sindhi

(7) Panjabi

(8) Pali

(9) Sanskrit

(10) Art

(11) Dancing

(12) Music

(13) Such other subjects as may be prescribed.

The New Curriculum (since 1978) recommended the following subjects :

Compulsory subjects

(1) Bengali (Mother tongue)

(2) Mathematics

(3) English

(4) Islamiat/Hindu Religion/Christian Religion/ Budhist Religion

(5) General Science

(6) Social Science

(7) Work Oriented Education (Physical Education/ Arts and Crafts/Music)

Optional Subjects (any one)

(1) Arabic

(2) Sanskrit

(3) Persi

(4) Urdu

(5) Pali

3.5.3 Secondary Stage (classes IX - X)

The Old Curriculum (1962-continuing) included the following subjects:

Compulsory Subjects

(1) Bengali (Mother Tongue) or Urdu

(2) English

(3) Social Studies

(4) General Mathematics

(5) General Science (This paper was not to be taken by those students in Science, Industrial Arts, Home Economics and Agricultural groups)

(6) Physical Education (Programmes of physical education for girls should suit their requirements)

Elective groups (any one)

(1) Humanities

(2) Science

(3) Commerce

(4) Industrial Arts

(5) Home Economics

(6) Agriculture

The New Curriculum (to be effective from 1983) recommended the following subjects:

Compulsory Subjects

(1) Bengali (Mother tongue)

(2) English

(3) Mathematics

(4) Work Oriented Education (Agriculture/Education/Social Welfare)

(5) History

(6) Geography

(7) Civics, Economics and Commerce

(8) Science

Optional Subjects (any one)

(a) Islamiat (b) Hindu Religion (c) Christian Religion (d) Buddhist Religion (e) Arabic (f) French (g) Urdu (h) Sanskrit (i) Pali (j) Music (k) Art and Craft (l) Physical Education (m) Higher Mathematics (n) Home Economics.

3.5.4 Higher Secondary Stage (Classes XI-XII)

The Old curriculum (1962- continuing) included the following subjects:

I. Compulsory Subjects

(1) Bengali or Urdu

(2) English

(3) Physical Education (Programmes of Physical Education for girls should suit their requirements)

II. Elective Groups (any three)

A. Humanities

B. Science (Pre-medical)

C. Science (Pre-Engineering)

D. Science (General)

E. Language

F. Technical

G. Commerce

H. Home Economics

I. Nursing

J. Islamic Studies

K. Military Science

L. Agriculture

The New Curriculum (not yet implemented) recommended the following subjects :

Groups of Studies (any one)

1. Islamic studies
2. Home Economics
3. Agriculture
4. Commerce
5. Science
6. Humanities
7. Music and Fine Arts.[5]

The Higher Secondary stage constitutes the last step in Secondary Education and its objectives are terminal as well as preparatory to specialized further studies. To meet the requirements of this stage, the number of compulsory subjects has been reduced to two: English and Bengali. Groups of elective subjects have been constituted for specific purposes so as to give this stage of education a pre-vocational character. The total number of subjects to be studied has been reduced.

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5. The sources of the old and new curriculum are :

(a) Ministry of Education, Govt. of Pakistan, Report of the Curriculum Committee for Primary and Secondary Education, General Introduction, Schemes of Studies and Syllabuses, Education Commission Reforms Implementation Unit (ECRIU), Rawalpindi, 1960.

(b) Ministry of Education, Government of Bangladesh, Report of the National Curriculum and Syllabuses Committee - Parts I, II, III, IV.

3.6 Role of other Major Functionaries Engaged in Women's Development and Welfare Activities

3.6.1 Introduction

The Government of Bangladesh is committed to development of human resources and has placed emphasis on women's development. The government policy is a move forward for greater social mobilization of women and their increasing welfare. In persuance of this policy, it has developed programmes for functional literacy, vocational training, health, nutrition, family planning and income generating activities for improving the quality of life of women.

Besides the government programmes, voluntary non-government organisations (NGO), both locally financed and externally aided, have been working in Bangladesh. The NGO's cover a wide range of activities mostly aiming at raising the status of women and creating educational and employment opportunities for them. The government and the non-government programmes for women's welfare have increased substantially since mid-seventies. An attempt has been made here to identify and describe, in brief, the efforts of the major government organizations, agencies whose principal activities are related to women's education, training and welfare for improving their status.

3.6.2 Women's Affairs Division

The Ministry of Social Welfare and Women's Affairs has two divisions : Social Welfare and Women's Affairs. The objectives behind the creation of a separate Ministry for Women's Affairs, as envisaged in the SFYP (1980-85), were as follows :

(1) Ensuring a proper atmosphere for women to participate in socio-economic activities.

(2) Expansion of educational opportunities for women for their emancipation and for absorption in socio-economic activities.

(3) Provision of adequate facilities for nonformal and vocational education, skill development, specialized training for development of managerial and enterpreneurial abilities.

(4) Formation of Women's associations for formulation of policies and promotion of activities for the overall upliftment of women and for organization of training for uprooted women for their rehabilitation in the society.

(5) Promotion of physical, moral and cultural upliftment of children.

Functions of the Women's Affairs Division : The Division works as the central agency of the government in matters relating to women's welfare. It has to co-operate with

other Ministries and agencies of the government that are involved in women's development activities. However, the basic functions of the Women's Affairs Division are the following :

(1) Looking after matters relating to women's status, 'Shariat' and other legal and social rights.

(2) Attending to the problems and affairs of women.

(3) Looking after and exploring the possibilities for increasing opportunities for employment of women.

(4) Organising women in a manner that they may become effective citizens and participate in the socio-economic development of the country.

(5) Motivating women to carry out their responsibilities towards themselves, their families and the society at large.

(6) Working in an advisory capacity to help the government in formulating policies on women's affairs and taking steps for their effective implementation and recommending measures for children's welfare to the concerned authorities, agencies, etc.

Apart from these functions, the Division also works as the co-ordinating agency for all the government, non-government and voluntary organizations working for the

development of women in Bangladesh. All such organizations have to register themselves with the Ministry of Social Welfare and Women's Affairs.

Activities and Achievements of the Division : The Division has been carrying out specific projects aimed at creating educational and training facilities as well as employment opportunities for women, increasing facilities for the rehabilitation of destitute women, providing basic health care and nutrition training, etc., to both rural and urban women. The following projects, as reported by the Division, were either completed or nearing completion during 1981-82 :

(1) Career Women's Hostel, Dhaka (1st phase) : It was originally planned to construct a 205 bed hostel in a 6 storeyed building for providing accommodation to working women of Dhaka City who can neither get government quarters nor can afford to rent private houses. The construction is not yet completed, but the completed portion of the building has been alloted to needy women.

(2) Career Women's Hostel, Rajshahi : This project aimed at providing accommodation to those women of Rajshahi area who belong to the low income group or who look for jobs. The work of the 200 bed 4 storeyed building is in progress.

(3) Career Women's Hostel, Chittagong: It has been planned to construct a 216 bed 4 storeyed building for providing accommodation to working or job-seeking women. This project is expected to be completed by June, 1983.

(4) Career Women's Hostel, Khulna : This project aims at providing accommodation to working women in a 216 bed 4 storeyed hostel in Khulna. Preliminary work on this project has been completed and it is expected to be completed by June 1983.

(5) Establishment of Training Institutes for Women Teachers : This project aims at providing training facilities to women with a view to engaging them in increasing numbers in the primary schools as teachers. Accordingly, 9 Primary Training Institutes (PTI) have already been converted into exclusive Women's PTIs. However, the physical and other facilities of these institutes are yet to be increased and government has already sanctioned Tk.1.15 million for the purpose. The total estimated cost of Taka 38.61 million is yet to be approved by the authority. Nevertheless, the project is expected to be completed by 1983.

(6) Cottage Industry Project, Anwara : This project, based in Anwara thana of Chittagong district, aims at providing training facilities for women in cottage industry, handicrafts, etc. with a view to encouraging them in participating in income generating activities. A 2-storeyed building has already been constructed for the purpose and the project is expected to be completed by June, 1983.

(7) Cottage Industry Training-cum-Productive Centres for Women (Thana level) : It was originally planned to establish 200 cottage industry-cum-training centres for women for their participation in income generating activities with a view to making them self-reliant. Under this project, 141 training centres have already been constructed and the work on 59 centres is in progress. Most of the completed centres have started giving handicraft training to women. The project is expected to be completed by 1984.

(8) Planning and Development Cell : A cell has been established within the Division to formulate project proposals to be implemented by the Ministry and to evaluate, implement and review the progress of the projects being carried out by different agencies under the Ministry. The total cost of this project is estimated to be Tk.1.7 Million.

(9) The Ministry has recently taken up a project to improve socio-economic conditions of poor women and children through co-operation and utilization of the services of non-government women's organisations working for the upliftment of Bangladeshi women. This project has been jointly sponsored by the Bangladesh Government and UNICEF.

(10) A new scheme has been approved by the government to strengthen the data base on women in Bangladesh in order to formulate and implement plans for women's development. UNICEF has agreed to provide necessary funds for this project.

The Women's Affairs Division has, under its direct control, three agencies to look after specific projects aimed at the welfare of women and children. The (1) "Bangladesh Women's Rehabilitation and Welfare Foundation" (BWRWF) and the (2) "Bangladesh Jatio Mohila Shangstha" (BJMS) are the two agencies working at the national level and carrying out various activities directed towards the welfare and development of Bangladeshi women, both in the rural and urban areas. (3) "The Bangladesh Shishu Academy" has the responsibility to look after children's social, moral and cultural upliftment. A brief account of the activities/achievements of these agencies is given in the following paragraphs :

(1) Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF) : The Foundation was originally a Board constituted in February, 1972 with the prime objective of rehabilitating those women who were affected by the War of Liberation in 1971. The Board was transformed in January, 1973 into a statutory body and redesignated as "the Bangladesh Women's Rehabilitation and Welfare Foundation." The purpose of establishing the Foundation was to promote welfare of (a) Women who suffered at the hands of the Pakistani forces, (b) Widows and women in financial distress and without protection of a family and (c) Dependents of such women.

Programmes of the Foundation : As an emergency measure, to help the war affected women, 21 clinics were set up and 2,500 affected women received medical attention in those clinics.

Vocational Training : The Foundation had established 35 vocational training-cum-production centres and 12 sub-centres at thana, sub-division and district level. At these centres 14,454 women received training (1972-81) and 1,360 are under training at present in such trades as tailoring, printing, jute work, clay modelling, cane and bamboo work, weaving, doll making, bakery, confectionery, etc.

Professional Training : The Foundation runs 5 secretarial training institutes for women in different urban areas of the country. The course is for one year and at present 149 women are receiving training in these centres. Upto 1981, a total 947 trainees successfully completed this course.

Technical Training : The Foundation is giving technical training to women by using the space and other facilities of the Technical Training Centre located at Mirpur, Dhaka. So far 100 women have received training in the regular trade course and another 63 women have completed the crash training programme of 6 months duration. At present 44 women are under training at this centre.

Production Centres : On successful completion of training, the students are referred to the production workshops organized with each training centre where they are assigned specific jobs in their respective fields of training. These women earn their own wages, proportionate to their production performance. At present 778 women are engaged in the production centres.

Day Care Centre: The Foundation has established a day care centre in each branch where trainees'/workers' children (1-8 year age group) are cared for during working hours. The Foundation provides nursery care and education, free food

and medical care to these children at these centres. The government, in co-operation with UNICEF, has taken a programme for expansion and development of these centres and Taka 3.4 million has already been earmarked for the purpose.

Welfare Activities : The Foundation has been operating a scheme of awarding stipends to the dependents of the beneficiaries. During the period from 1973-74 to 1980-81 a total of 3,244 children of mainly the war affected families were awarded stipend. The Foundation also helps in finding employment for women and acts as a guidance bureau.

Poultry and Pisciculture Training for Women: The Foundation has organized a pilot project at Savar, Dhaka, for raising poultry with a view to training women in this income generating activity.

Marketing : The BWRWF has established a shop in each branch for selling the goods produced by the trainees and workers. It has also started exporting jute goods and has stepped up sales promotion activities.

Other Development Projects of the Foundation : To conform to the national priority given to population control, the Foundation has taken up a project, Use of Women's Vocational Training for Population Education and Control.

This World Bank aided project has been functioning in 36 selected unions of the country and a total of 3,407 women have already received training in vocational trades and population education.

Another project named "Family Planning Directorial Cell" has been established by the Foundation with financial assistance from the Asia Foundation for implementing intensive family planning programme in its existing branches. This project has been able to motivate more than 82 thousand women (during the period 1976-81) in accepting family planning methods.

A scheme for strengthening and Modernizing the Institutes for Vocational Training for Women to be run by the BWRWF has been approved by the government. The purpose of the scheme is to establish a "Women's National Training and Development Institute" to encourage women's participation in gainful employment. The Insitute will also have provision for inservice training of BWRWF employees.

A project entitled Participation of Rural Women in Income Generating Activities has been approved for the period 1980-83. Through this project 4 centres have been opened in 4 thanas of 4 divisions (one in each division).

The objective of the project is to encourage self-reliance and promote socio-economic upliftment of rural women through rural programmes. During three years 540 women will receive both vocational training and functional education.

A scheme entitled Setting up of Repair-cum-Training Centre for Watch, Radio, etc., for Women has been operating in Rajshahi. The aim of the scheme is to bring women in technical vocations so that they can earn for themselves.

A Rehabilitation Centre for Deserted Women has started functioning in Khulna. A total of 50 women and 100 children are expected to be accommodated in this centre. These women will be given training in vocations like weaving and sewing as well as nonformal education.

(2) Bangladesh Jatiya Mohila Shangstha (BJMS)

Bangladesh Jatiya Mohila Shangstha was established by the Government in 1976 with the objective of bringing women into active roles in the development processes in all spheres of life and thereby enabling them to make significant contributions to the general welfare of the country.

Objectives of the Shangstha are as follows:

(1) to mobilize the women population of the country into an well-disciplined and well-organised force and keep them alert, at all times, for safeguarding and preserving

national freedom, sovereignty and integrity of the State and engage them in all spheres of national production and nation building activities;

(2) to create awareness among and apprise women of their personal, social and economic rights and privileges with a view to motivating them to carry out their responsibilities towards themselves, their society and to the country;

(3) to co-operate with other voluntary welfare associations of the government for the welfare of women, to act as spokesman of Bangladeshi women in national and international forums and to work in co-operation with similar organizations of other countries having same or similar objectives;

(4) to formulate policies for female education having religious and rural bias with special stress on primary and adult education with a view to fostering Bangladeshi nationalism;

(5) to formulate policies for the involvement of women in national development process with a view to encouraging their participation in income generating activities, co-operatives, marketing and sports and cultural affairs;

(6) to foster technical and vocational training for women and find out employment opportunities for them both in rural and urban areas;

(7) to safeguard women's right as guaranteed by the Constitution and law and to formulate policies and adopt measures for safeguarding their rights against any form of discrimination;

(8) to initiate women to public relations and facilitate publicity and publication of materials relating to women;

(9) to popularise family planning and take steps to uplift the health and nutritional standard of women and children;

(10) to establish foundations and social trusts to ensure all round progress and prosperity of women.

Organization of the Sangstha : It has a 'National Committee' of 150 members and a smaller body known as the 'Executive Committee' of 51 members. It is by far the largest women's organization in the country having quite a big network of 20 district committees, 40 sub-divisional committees and 394 thana committees. The Sangstha also has offices staffed by more than three thousand paid employees at the headquarters in Dhaka and in all its branches in the district, sub-division and thana headquarters.

Functions of the Sangstha : The Sangstha has reportedly been performing the following functions:

(i) Educating women by setting up women's adult literacy centres in the villages;

(ii) popularising family planning methods and distributing all kinds of contraceptives among women;

(iii) motivating women to observe cleanliness and general rules of hygiene;

(iv) encouraging women to raise fruits and vegetables in the kitchen gardens and helping them in marketing the crops through co-operatives;

(v) organizing cottage industries in the rural areas;

(vi) organizing nonformal training courses for women in subjects like health, hygiene, nutrition, family planning, maternal and child care, co-operatives and economic activities, home management and community development, etc.;

(vii) organizing conferences and seminars to encourage women to participate in the welfare and development of the country;

(viii) making concerted efforts with the branches of the Sangstha for the welfare of women at district, subdivision, thana and union levels;

(ix) approving, co-ordinating, assisting and supervising the implementation of plans and programmes of the branches;

(x) raising funds for the Sangstha through donations, grants, aids, etc.

The Sangstha, as envisaged by its founders, was supposed to perform a multi-disciplinary role in the upliftment of the women folk in the country. In the last few years, it has expanded enormously. But as stated in various reports and newspaper articles, its performance has been more of quantitative expansion than of qualifative development. However, as no systematic evaluation of the schemes and programmes of the Sangstha has yet been made, it is difficult to make any generalization on these reports.

The government has already relieved the Sangstha of its responsibilities regarding the two national development schemes run by it for the last six years. "The Women's Development Scheme" and the "Urban-based Women's Development Project" have been placed under the Ministry of Social Welfare and Women's Affairs by an order of the government in June, 1982.

"The Women's Development Scheme" was started in 1976 and was supposed to be completed by 1980. But it could not be completed in time. One major achievement of this project is the establishment of a "National Women's Development Academy" in Dhaka and 18 union development centres. Work on the remaining 20 union centres and 32 sub-divisional centres is in progress. Training courses in vocational and non-formal education are going on in the already completed centres of the project.

The "Urban-based Women's Development Project" was started in 1979 and is scheduled to be completed by 1984. The objective of this scheme is to provide opportunities to urban women to develop their potential qualities, with a view to involving them in income generating activities and also to enhance their socio-economic status. Training courses in functional, nonformal and vocational education are conducted in 23 centres in Dhaka city and 19 other centres in 19 district headquarters. The scheme aims at setting up 71 such centres throughout Bangladesh. In addition to trade courses and literacy training, there are provisions for day care centre and family planning guidance in each centre.

Bangladesh Jatiya Mohila Sangstha claims itself to be the largest national women's organisation in the country. It also claims to have involved at least 15 thousand women in its programmes. However, the functions of the Sangstha are largely limited to urban areas and it has now been facing allegations of political lobbying, inefficiency and mismanagement. It seems that the largest national organization of women in Bangladesh is passing through a period of crisis and is faced with innumerable odds and difficulties.

3.7 Roles of Aid-giving Agencies and Current Donor Efforts for Employment and Welfare of Women in Bangladesh

3.7.1 Introduction

The War of liberation in 1971 left Bangladesh with a ravaged economy. Since then Bangladesh has drawn attention of many international aid-giving agencies as one of the most potential welfare clients among the third world countries. The newly emerged country alone could not cope with the problems of a ravaged economy, unrestrained population growth and widespread illiteracy. In fact, since 1972, Bangladesh has received unprecedented external help from many foreign national and international organizations and agencies. The Government of Bangladesh controls, and co-ordinates the activities of these organizations through

its "External Resources Division" under the Ministry of Planning.

The role of international organizations in Bangladesh is of great importance in view of the fact that they have been working along the line the Government has been working to achieve its goals as set in its national development plans. One post-liberation development has been the growing realization that full national development cannot take place if women are neglected and segregated from the main stream of productive activities. This realization is manifested in both national and international aid efforts to integrate women into the national development process by increasing education, health and family planning facilities for them and by creating opportunities for their gainful employment. Most of the foreign assistance programmes specifically directed towards women's welfare may broadly be classified under three heads: (a) literacy programmes, (b) health and family planning services and (c) income producing projects. Many international aid-giving agencies sustain one or all of these programmes for women. Due to non-availability of information from many aid-giving agencies, the discussion in the following paragraphs on their current efforts in the field of education and training, has been limited to only

those major agencies which responded to supply necessary information. However, the activities of the agencies are of varied nature and the information at hand did not permit a comprehensive review of all activities. The general account given below is based on information supplied by various aid-agencies in the form of official records, published documents, journals, etc.

3.7.2 The British Council : This is an U.K. based autonomous aid organization with branches in many countries of the world and is working for the development of education and related training in the concerned countries. The British Council started its activities in Bangladesh in 1953 and has expanded its programme enormously after 1971. The objectives of the Council are to work in co-operation with Bangladesh government in order to promote educational, economic and social development as also cultural relationships between Bangladesh and Britain.

The Programmes of the Council : The British Council, under its technical co-operation programme, provides for over 200 training awards per year. Although no specific programme for women has been initiated by the Council, it has hoped to get atleast ten per cent women among its awardees. But, in reality it has always been difficult to

achieve this target of ten per cent women.

During the year 1982-83 five British Council scholarships, under a separate programme, will be awarded and 2 of these will be for women trainees. The Council also sponsors short term visits to Britain for selected personnel from various departments, organisations and educational institutions. During the current year (1982), among 26 such visitors, only 1 will be a woman.

The British Council library in the city of Dhaka has facilities for students and teachers of educational institutions, researchers and interested people. One achievement of the library is that it has been able to attract a large number of women students and teachers from and around Dhaka.

The Council also organizes selected film shows, documentaries and exhibitions on current world situations in the fields of education, science, technology and training. However, none of these programmes has any specific focus on women.

The activities and programmes of the British Council are mostly of academic nature and until now they have not initiated any specific programme for women, However, the British Council authorities in Dhaka have expressed their hope "to increase the amount of female participation in their programmes but a great deal depends on the nominations received."

Another salient feature of all the British Council programmes is that these are purely urban based and are catering to the needs of only a selected group of educators and researchers.

3.7.3 The Ford Foundation

The Ford Foundation is a New York based private, non-profit, philanthrophic institution dedicated to public well-being. It seeks to identify problems related to national or international importance and contributes to their solution. The Foundation grants funds to institutions and organizations for experimental, demonstrative and developmental efforts that give promise for producing significant advances in various fields. Its other interests span a range of domestic, international and multi-national issues, including reduction of poverty and dependency, improving the quality of education and the vitality of cultural pursuits, world peace and interdependency and the rights of individuals in free and closed societies.

The Programmes of the Foundation : One potential clientele group for the Foundation's activities in Bangladesh is women, particularly rural women. Promotion of non-farm employment, particularly among rural women and landless farmers, forms one of the current programmes of the Foundation . It has been supporting an experimental banking project

in Bangladesh to provide credit to the rural poor for small scale manufacturing, trading, raising of livestock and other income generating pursuits. A large number of beneficiaries of this project are women.

The Foundation continues to assign high priority to agricultural development and welfare of the rural poor. It has sponsored a scheme for training of women co-operative members of IRDP in professional institutions. It has also provided funds for strengthening the village women's co-operatives under the IRDP programmes.

As an additional means of accomplishing programme objectives, the Foundation, in some instances, makes grants to individuals whose professional talent or experience corresponds with its programmes and activities. The Foundation also gives loans and makes investments in experiences that advance philanthropic purposes in its fields of interests. During the period from January 1973 to January 1982 a total of 42 women researchers/scholars received Ford Foundation grants for various purposes ranging from attending training courses, seminars, etc. of short duration to doctoral courses of long duration. A total of 15 organizations have so far received Ford Foundation grants amounting to US$609,662 "for carrying out various research projects specifically on women's issues."

The activities supported by the Foundation are exclusively charitable, educational or scientific. However, the activities, though quite varied in nature, cannot reach the large segment of the rural disadvantaged women, although almost all of its programmes have heavy women components in them and some are meant specifically for women. It has been observed by the Foundation that "strong candidates for research and study awards are always available under the targetted funds for women, but, under the general grants, the grantees rarely nominate women".

3.7.4 International Labour Organization (ILO), Dhaka :

The International Labour Organization (ILO), a specialised UN agency, began its work in Bangladesh in 1973 and its programmes have expanded steadily over the years, particularly since 1975. At present 21 ILO projects are operating in Bangladesh at a total cost of about US $22 million.

Though ILO's major concern is to give technical information and assistance in labour and manpower matters to the host country and to manage technical co-operation programmes, it also supports fellowships, study tours, symposia, seminars, meetings, workshops, etc., for improving and

strengthening ILO technical co-operation programmes. However, the main ILO activities in Bangladesh cover the fields of vocational training, employment, management development, training of hotel and tourism personnel, rural development and population education.

Present Activities : In terms of financial inputs ILO programmes in Bangladesh are modest. However, it (a) has one of the largest shares of any specialized agency in the execution of UNDP country programmes, (b) executes the first large scale World Bank project in the country, and (c) executes the largest technical cooperation programme in Bangladesh compared to any other ILO member state. Major sources of the ILO assistance programmes have been diversified recently.

During 1980-81 ILO, Dhaka, provided technical cooperation to Bangladesh in : development of human resources (including national training and management development); manpower planning and employment promotion; industrial relations; development of social institutions and improving conditions of work.

The ILO vocational training programmes in Bangladesh, during the period 1980-81, included an Industrial Vocational

Training Project, an Irrigation Pump Training Project, Bangladesh Road Transport Corporation (BRTC) Project, all of which entered the second phase of their operation. The "Industrial Vocation Training Project" provides assistance to the Bureau of Manpower, Employment and Training (BMET) in improving the standard and quality of the five technical training centres covered by the project. The "Irrigation Pump Project" aims at training Bangladesh Agriculture Development Corporation (BADC) personnel in maintenance and repair of irrigation pumps in the fields and BADC workshop. The BRTC project is aimed at assisting the corporation in establishing its vocational training centre at Joydevpur. It is expected to meet the long term technically qualified manpower requirements of BRTC.

In the field of employment, one important achievement of ILO has been the preparation of the "Bangladesh Standard Classification of Occupation" under the "Employment Service Project." It is expected to serve as a national standard for manpower activities in Bangladesh.

With regard to management development, a large scale ILO project covering assistance to the "National Management Development Programme" was phased out, after being operational for more than five years, into a new project entitled

"Management Assistance to State Controlled Corporations." The former project trained scores of middle and upper level managers of different corporations (through classroom instructions, as well as through fellowship programmes abroad) in business and public administration.

A "new dimension" in concept was adopted in ILO's Human Resources Development Project in which a newly appointed task force of national consultants undertook the task of preparation of an action oriented project proposal for the development and utilization of human resources.

The UNDP/ILO project on "Hotel and Tourism Training" continues to provide systematic training for persons engaged in the trade.

ILO in Bangladesh is also involved in population education activities which include projects for the organized sector through the Industrial Relations Institute, population motivation and services in industry, and population/family planning education and motivation in work related training.

Efforts are underway to involve representative employer and worker organizations of Bangladesh in the identification and formulation of ILO technical co-operation projects through various tripartite consultative committees and at the National Tripartite Labour Conference.

The above mentioned projects/activities of ILO in Dhaka aim at development of human resources irrespective of sex, caste or creed. As women constitute almost half of the population in Bangladesh, they are also likely to be the beneficiaries of ILO programmes. Most ILO projects, though not specifically addressed to women, were expected to serve both men and women wherever applicable. In recent years an important trend of ILO programming in Bangladesh has been increased assistance to rural based activities and to projects specifically meant for women and other disadvantaged groups. These projects include, among others, skill promotion in rural areas and rural employment and income generating activities for women. A brief account of the completed, ongoing and proposed programmes of ILO aimed at benefitting women in Bangladesh is given below:

(1) Skill Training of Women Instructors : This ILO/UNICEF joint project ended in September 1981. The objective of the project was to upgrade the skill of women instructors and programme officers of various centres of the Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF) in selected areas and their subcentres. A mobile team consisting of experts from the ILO and BWRWF imparted training to Bangladeshi women in such subjects as instructor training, production and business management, marketing, sales and

design of handicrafts. About two hundred women benefitted from this project.

(2) Action to Assist Rural Women in Bangladesh: This ILO/NORAD joint project is part of a regional project that will hold national workshop in 6/7 countries in South East Asia and the Pacific to discuss appropriate future action programmes for improving the economic situation of rural women. In Bangladesh, a survey is underway on the impact of income generating activities for poor rural women on their employment and income. This project is expected to be completed by February, 1983.

(3) Rural Fertility and Female Economic Activity: The objective of this project is to conduct an indepth study on rural women's activity and fertility and to make policy recommendations regarding required actions. This project is sponsored jointly by ILO and UNFPA and is expected to be completed by December, 1983.

(4) Population and Family Welfare Education for Organized Sectors through Industrial Relations Institutes: This project, a joint effort of ILO and UNFPA, was initiated in July 1980 with the aim of providing population and family welfare education to volunteer motivators, trade union leaders, management personnel and officials of the Ministry

of Labour of the Government of Bangladesh. Although this project is expected to benefit both men and women, specific number of women beneficiaries are not known. This project is expected to be completed by December 1983.

(5) Population and Family Welfare Motivation and Services in Industry and Plantations : This is another ILO/ UNFPA joint project aiming at providing family planning and welfare education, motivation and services through the Labour Welfare Centres. This project has been operative since July, 1980 and will be continued till December, 1983. It hopes to reach the target of 180,000 acceptors but it is difficult to ascertain the share of women in it as no sex-wise statistics is available with ILO office at Dhaka.

(6) Promotion of Non-Farm Employment in Rural Areas: This ILO project aims at promoting non-farm self-employment among landless and near landless in Joydevpur area through a rural investment scheme. Forty per cent of the total beneficiaries of this project are women who are involved in traditional skills like paddy husking, muri-making, cow milching, goat raising, cane and bamboo work, etc. This project is almost nearing completion but thoughts are being given to extend it further.

(7) Cottage Industries Development : This ILO/UNDP project was initiated in February 1981 and will continue upto August 1983. The primary aim of the project is to establish a base for the development of the cottage industry sector through creation of a trained cadre of staff for the Bangladesh Small and Cottage Industries Corporation (BSCIC). Assistance will be provided to BSCIC to develop an effective strategy and an integral package of services for upgrading existing cottage industries, promoting cottage industries' product groups, identifying new entreprenure groups. Services are being given in design development, skill development and marketing credit. Although this project is expected to reach women and other disadvantaged groups, the number of women beneficiaries is not known.

(8) Promoting Participation of Rural Youth in Collective Poultry Farming : This ILO project began in September 1981 and is expected to be completed by August 1983. It is a pilot project and aims at group participation of rural youth through collective poultry farming in Mymensingh area. ILO has put special efforts to have woman participants in this programme but unfortunately out of 28 beneficiaries only 4 are women.

Proposed Programme Titles of ILO :

(1) Technical Assistance Services for Vocational Training and Development : It is expected to reach 50 women beneficiaries.

(2) Identification of Successful Projects for Improving Employment Conditions of Rural Women.

(3) Discrimination of Women Workers.

(4) Promotion of Participation of Women in Co-operatives.

(5) Self Employment Schemes for Female-Headed Households.

(6) Pilot Scheme for the Development of Handloom Weavers' Co-operatives.

(7) Family Planning Services through Rural Development Co-operatives.

The above mentioned projects are expected to be innovative for employment creation and meeting basic needs of rural women.

3.7.5 United Nations Children's Emergency Fund (UNICEF):

United Nations Children's Emergency Fund (UNICEF) is one of the most actively involved specialized UN agencies working for development and welfare of the underprevileged

in this country. In terms of total inputs in cash and kind UNICEF efforts are by far the largest. UNICEF has been spending almost one-tenth of its total resources in Bangladesh and nearly one-third of it goes for education of mothers and children.

UNICEF has been working in Bangladesh since liberation and its involvement has steadily increased over the last few years. It is the only UN agency which has established (in 1976) a separate cell to deal with matters relating to women's development and welfare. This "Women's Development Unit" of UNICEF has been working in close association with the other development sectors of UNICEF. It has been responsible for programming of UNICEF assistance to women's projects in the country.

In the country programme for the 2 year period, 1978-80, UNICEF assistance to women's development followed three courses :

(a) Activities by each regular programme section (i.e. Water, Health and Family Planning, Education and Social Services, Field Operation and Nutrition) to strengthen the women component if it was present or to introduce it in case it was not there.

(b) Specific projects for women relating to the programme of the relevant section. One pilot project in this category was implemented by the 'Water' section, "Training for Health and Sanitation in 120 Women Co-operatives."

(c) Innovative projects dealing with new activities which could not be accommodated by the regular programme sections.

All these projects aimed at alleviating the drudgery of women with knowledge, skills, small capital and introduction of appropriate technologies which would enable them to increase food production and family savings and decrease the work-load on women in drawing water, collecting fuel, food production and processing. Most of these projects were of developmental and experimental nature and sought innovations in productive and income-generating activities and training. In general, these fall into three major categories :

(1) Research and action research;

(2) Socio economic projects for the advancement of women through training and productive activities in collaboration with other UN agencies;

(3) Action projects for demonstrating different types of developmental action with built-in evaluation so that they could be used as "teachings" for other groups for

formulation of large projects in the future.

(A) The following projects were included in the Plan of Operation for the Women's Development Unit of UNICEF for the period 1978-80 :

(1) Action Research on Women in Rural Development : This was the 'Bangladesh Component' of an inter-regional research project which was expected to provide first hand data on the condition of life and work of village women in Bangladesh. It involved the Universities of Dhaka and Sussex in implementing the project started in September, 1977.

(2) Training of Women for Skills Instruction : This project, implemented by the Bangladesh Women's Rehabilitation and Welfare Foundation in co-operation with ILO and UNICEF, aimed at strengthening the existing productive abilities of village women through the training of skilled instructors trained by a mobile team. Child care services and training of the mothers for participation in the daycare centre activities were also provided. This project started in February, 1979.

(3) Situation of Women in Bangladesh : The project covered a survey of the situation of women in Bangladesh

(based on secondary data) and analysis of its implications for the situation of children. It covered the demographic situation, health, education, employment (rural and urban), social norms, legal status, existing programmes, policies, etc. The report of the survey carried out by Women for Women: A Research and Study Group, was published in March, 1979.

(4) Leadership Training of Village Women for Self-Reliance of Villagers and Development of Disadvantaged Groups: This project, implemented by the Swanirvar Cell of the Ministry of Agriculture, attempted to reach a large number of village women through mobile leadership training workshops. The objectives were to involve potential leaders, to favour exchange of experience, to identify potentialities and constraints, to support women and then to start village or individual projects. This project began in November 1978.

(5) Training of Instructors, Craftsmen/Craftswomen in crafts, Designing and Appropriate Technologies : This project were carried out by the "Bangladesh Handicrafts Co-operative Foundation". It aimed at upgrading the training of crafts instructors of village co-operatives and family units of Bangladesh Handicrafts Co-operative Federation in different fields, for revising the training approaches and introducing new technologies and methods. This project was started in November 1978.

(6) Training of Members of Rural Women Co-operatives for Income Generating Activities and Appropriate Technologies: This project was jointly implemented by IRDP and the Women's Co-operatives of the Ministry of local Government. The first phase of this project was the holding of a national seminar regarding members of two national cooperatives. The Second phase was evaluation of activities of IRDP and that of technological implements provided by UNICEF. The Third Phase was concerned with the expansion of the use of technologies and implementation of para-agricultural activities.

(B) The following projects were carried out by the Women's Development Unit of UNICEF during the period 1980-82:

(1) Expansion of Leadership Training for Village Women for Self-Reliance of Villages and Development of Disadvantaged Groups : This project, an extended project of the Swanirvar cell of the Ministry of Agriculture, aimed at identifying resource persons at the village level who were already working for the welfare of various disadvantaged groups and at providing them an opportunity to meet and discuss the problems together and to acquire leadership techniques so that they could transmit these to fellow villagers. With this end in view 42 workshops on leadership skills for 4,800

rural women and their escorts were organized upto June, 1982 when it concluded.

(2) Leadership/Management Skills Training for Women Union Parishad Members: This project was also implemented by the Swanirvar cell of the Ministry of Agriculture. It began in July 1980 and was completed in June, 1982. The major objective of the project was to train 9,200 female union parishad members on management and leadership skills with a view to assisting the local administration of the government at the union level and the village organization at the village level in carrying out the responsibilities and duties entrusted upon them, which was planned to be achieved through an extensive training programme.

(3) Teachers' Training Programme for Village Women Under Gramin Bank Prokalpa (Village Bank Project): This project, which began in July 1980 and completed in June 1982, was implemented by the Gramin Bank Project. The prime objective of the project was to train 600 female group leaders and 25 female bank workers on "trainer's training" so that they could be used as trainers in future programmes. It aimed at providing them with new ideas, methods and techniques and with leadership skills by giving them opportunity to meet and discuss their problems and solutions.

(C) Proposed Programmes of UNICEF (1982-85) : UNICEF has proposed a draft "Plan of Action" (3rd country programme) for services to children and mothers in Bangladesh for the years 1982-85. It has already set up a set of general as well as specific objectives for all the sectoral activities, i.e. Education, Water Supply and Sanitation, Social Services, Women's Development, Health and Nutrition and Area Development. The activities of all these sectors are aimed at fulfilling, to some extent, the basic needs of women, children and other disadvantaged groups. The prime objective underlying all UNICEF programmes has always been to provide basic services to children and mothers. However, Education and Women's Development sectors are mostly involved in the development of women in this country. The general objectives of the proposed plan of action for the education sectors are : (a) to improve the quality and to enhance expansion of primary and nonformal education for children and mothers within the government framework of Universal Primary Education and Mass Education, especially educational opportunities for girls and women; and (b) to increase the enrolment and participation in primary schools, especially for girls, and reduce the rate of primary school 'dropouts' between grades I - V.

With these objectives in view, UNICEF has proposed to contribute to the development of curriculum, textbooks, teachers' training and management of education mainly at the primary level. It has also planned to assist in the Imam Training and Mass Literacy programmes of the Government. (Mass Literacy Programme has been discontinued).

The general objectives of the proposed Women's Development Programme for the 1982-85 period included :

(a) Provision of income generating activities for poor women, increasingfamily income and child welfare through training, reducing the drudgery of women and other appropriate activities;

(b) increasing community participation of women in social development, especially in services for children through development of pre-school education and daycare for the children of destitute mothers;

(c) developing the role of national non-government organizations in women's development activities and improving community based services for their children;

(d) strengthening the information base for planning and implementing services for women during 1982-85 and development of the Third Five Year Plan (1985-1990).

The above mentioned draft 'Plan of Action" of UNICEF proposes to initiate three new projects for the welfare of children and mothers. These are: (1) Development of Day care Services at 32 Day Care Centres located at the district and subdivision levels and run by the Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF); (2) Strengthening the information base for Women's development services by updating the study on the "Situation of Women in Bangladesh" by January, 1985; (3) Expansion of the role of 6 non-government organizations (NGOs) in supporting community based services for women through which 300 women and 900 children are expected to be benefitted.

3.7.6 US Agency for International Development (USAID): The United States Government has provided , through its official organ USAID, substantial bilateral assistance to Bangladesh since its liberation in 1971. During the period following liberation, US assistance consisted of emergency food aid to cope with the post-war famine situation. Project assistance began in 1973 with a major programme of reconstruction and rehabilitation of basic infrastructure. In the recent years, US assistance to Bangladesh has shifted emphasis from relief and rehabilitation to economic development.

USAID assistance is now diredted to four major areas. These are : (1) reduced fertility, (2) increased foodgrain production, (3) increased off-farm employment opportunities and (4) development of energy resources. The major activities/ assistance programmes of the USAID in Bangladesh have concentrated in the following fields:

Food Assistance : Bangladesh is one of the most chronic food deficit countries of the world. It has received, under the PL 480 programme, substantial amount of food aid from the United States.

Development Assistance : Assistance in this sector has been devoted to some priority areas like population planning, agricultural development, rural industries development, employment generation, energy resources development, etc. In the population planning area, USAID is the second largest donor and has contributed substantially in providing contraceptives, training of Bangladeshi officers and in conducting research in the relevant field. This includes support on programmes of private organizations such as the Pathfinder Fund, Association for Voluntary Sterilization (AVS), Population Services International (PSI), Co-operatives for American Relief Everywhere (CARE) and the Bangladesh Family Planning Association (BFPA). It has also provided assistance to the Palli Chikitshak Programme of the Bangladesh Government and to the International Centre for Diarrhoeal Disease

Research, Bangladesh (ICDDRB).

In the family planning sector, USAID supports community based distribution (CBD) programmes. Under this programme, grass-roots level women's groups are informally involved in family planning activities with the Bangladesh Family Planning Association. It has encouraged the creation of new women's organizations who serve as an important channel for bringing women together outside their homes and involving them in the welfare of the local community, often for the first time.

The role of women in the management of CBD programmes is reportedly significant in that 14 out of 16 Pathfinder Projects and 20 out of 30 Family Planning Services and Training Centre (FPSTC) projects (two of the major receipients of AID grants) have women project managers. In total, 38 out of 60 AID funded CBD projects are headed by women, about 70 women are employed in management positions (mostly outside Dhaka) and many field supervising positions are also filled by women.

In the USAID funded NGO projects, the majority of field staff are educated, married, middle class women. It has been reported that about 1,500 women field workers are employed in these projects. However, there is little empirical research on the impact of these programmes aiming

at changing women's as well as the society's attitudes regarding female mobility, employment, education, etc.

USAID also runs some training programmes for the family planning project personnels which are expected to provide them with the opportunity to improve their leadership and communication skills.

USAID has been funding a project aimed at increasing female participation and retention at the secondary level. The Bangladesh Association for Community Education (BACE) has received USAID grant for this project which seeks to address one of the many constraints to increased female participation in secondary education i.e. the direct cost . Under this grant, BACE has made scholarships of Tk.40 per month available to all girls enrolling in classes VI through IX, in schools in the project area. This amount is expected to cover the school fees, the cost of books, uniforms, etc.

In the agriculture sector , USAID has been assisting a wide range of Projects including fertilizer imports and production, project development, agricultural research, small scale irrigation, etc.,

USAID has also assisted in a programme of development and maintenance of roads under four District Boards with a view to improving access to rural areas and thereby

contributing to the overall socio-economic development of those areas.

It has also been involved in assisting a "Agro-climatic/ Environmental Monitoring" project with a view to improving the management of soil, water and riverine resources in Bangladesh by upgrading its capabilities to obtain, analyse and disseminate a wide variety of data on the local agro-climatic environment relating to agriculture, meteorology forestry, fisheries, etc.

The "Rural Industries Project" of USAID provides technical assistance, credit, training and other inputs to various agencies engaged in the promotion and development of rural industries.

USAID has also been assisting the Bangladesh Government in improving the generation and distribution of electricity, research and energy policy and maintenance studies on existing generating units.

USAID's other programme supports include disaster relief and assistance to private voluntary organizations to implement rural development and health and family planning activities. It has provided some assistance to the Food For Works Programme, the National Women's Development Academy, and Flood and Cyclone Warning System in the form of 'Miscellaneous Assistance Programme'.

CHAPTER IV

PRIMARY EDUCATION

4.1 The Present Position of Primary Education

In Bangladesh primary education comprises of 5 - year schooling. It is followed by a 3 - year junior secondary stage and a 2 - year secondary stage. The official age of admission into class I is 5 + but considerable age scatter is observed in class I and to a lesser degree in other classes.

There are at present 43,937[1] primary schools (36,666 government and 7,271 non-government) with a teaching staff of 1,87,584 of whom 1,32,434 are trained. Of the total trained primary teachers 14,544 are women. There are only 244 Primary schools exclusively for girls, the rest being co-educational.

Enrolment figures collected from various sources differ widely. The enrolment, as estimated by the Planning Commission[2] for the year 1979-80, was to the tune of 7 million and that given by BANBEIS was 8.22 million for the year 1978-79, whereas a survey[3] of primary schools conducted by IER in 1977 indicated an enrolment projection of 7.45 million for the year 1975. The National Foundation for Research on

1. Bangladesh Bureau of Educational Information & Statistics, A Handbook of Educational Statistics of Bangladesh, Dhaka, 1982.
2. Planning Commission, Government of the People's Republic of Bangladesh, The Second Five Year Plan (1980-85), Dhaka, 1980.
3. Institute of Education & Research, University of Dhaka, Survey of Primary Schools in Bangladesh, Dhaka, 1977.

Human Resource Development[4] estimated a figure of 7.06 million primary school enrolment for the year 1978. The proportion of girls' enrolment, as compared to that of boys' is about 1:1.7; girls comprise only 37 per cent of the total enrolment.

The current revenue budget for primary education is Taka 1.02 billion (about 45 per cent of total education budget). Only Tk.17.1 million out of the budget allocation is earmarked for contingencies and the rest (98.29 per cent of the allocation) will be spent for salary and allowances, etc. of personnel. Each school will get, on an average, about Tk.300 per annum (which is too meagre an amount) for meeting its contingency expenditure.

For supervision of primary schools there are, at present, 72 Primary Education Officers (PEOs) located at the subdivisional headquarters and 476 Thana Education Officers (TEOs). A separate Directorate of Primary and Mass Education headed by a Director-General has been established in 1981 and about 2,000 Assistant Thana Education Officers (ATEOs) have been appointed.

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4. National Foundation for Research on Human Resource Development, Primary Education Network in Bangladesh - Capacity and Utilization, Dhaka , 1979.

The primary education scene in Bangladesh presents a gloomy picture. Most of the schools are ill-equipped, lacking in essential educational and other facilities. The following findings, as given in an IER survey[5], will illustrate the point :

(a) Average class-room area per school (with average enrolment 180) is 961 sq. ft. (584 sq.ft. pucca) in rural areas and 1,133 sq. ft. (620 sq. ft. pucca) in urban areas.

(b) Average number of chalkboard per school - one in rural areas, five in urban areas.

(c) Average number of children per school for whom benches are available for sitting - 93 in rural areas, and 143 in urban areas.

(d) Percentage of schools having wall-maps - 56 per cent rural schools and 53 per cent urban schools.

(e) Percentage of schools having no latrine facilities - 77 in rural areas and 60 per cent in urban areas.

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5. Institute of Education and Research, Survey of Primary Schools in Bangladesh, Dhaka, 1977.

The findings of "School Mapping Exercise for 40 IDA Assisted Thanas" (vide Report published by the Ministry of Education, December, 1980) on the basis of a survey of 4,036 primary schools in the project areas in this regard are :

(a) 51.31 per cent schools have tube-wells and only 2.18 per cent schools have toilet facilities.

(b) On an average each school has 3 chalkboards; 2.47 tables and .5 almirah.

(c) 36 per cent of the school-buildings need replacement and 37 per cent thorough repairs.

About 3.5 million (29 per cent) children of primary age do not attend school at all and about 66 per cent of those enrolled in Class I drop out before reaching Class IV (the dropout rate is as high as 50 per cent between Class I and Class II). The dropouts, in course of time, relapse into illiteracy and together with the unschooled children swell the number of illiterates.

The study, "The situation of children in Bangladesh" (1981) by FREPD indicates that the dropout rate is rather nominal and "surprisingly lower than what one may find through an assessment of official statistics". On the other hand, the IER Survey of Primary Schools (1977) found that

the dropout rate was substantial (though not as high as "official rate") and higher (to the tune of 16 per cent) in class I.

4.2 Development of Primary Education under the Second Five Year Plan (SFYP)

The SFYP[6] of Bangladesh envisages introduction of Universal Primary Education (UPE) by 1985 and aims at bringing to school 90 per cent of primary age population. An allocation of Tk.4,150 million has been earmarked for this project. Provision has been made under the Plan for (a) creating requisite physical facilities through improvement of 10,000 existing schools, construction of 15,500 additional classrooms, establishment of 2,000 new schools for unschooled areas and supply of requisite furniture and educational equipment such as blackboards, basic science kits, etc. (b) free supply of textbooks to 50 per cent of enrolled children and free supply of school uniform to 5 million girls of very poor homes, (c) establishment of a Directorate of Primary Education, Subdivisional Primary Education Authority and Thana Primary Education Authority for better administration, and (d) recruitment of 2,000 Assistant Thana

6. Planning Commission, Government of the People's Republic of Bangladesh, Second Five Year Plan (1980-85), Dhaka : 1980.

Education Officers for effective supervision of schools.

The national UPE programme has two components : (i) the IDA assisted project[7] for 40 selected thanas of 8 sub-divisions in 8 districts and (ii) a project[8] for the remaining 432 thanas of the country.

Two years of the Plan period have already passed but no significant progress appears to have been made. The proposed Primary Education Authorities have not yet been set up and no measures have so far been taken to bring age 5+ children to schools. Thus the UPE programme is already behind the schedule by at least two years.

4.3 Primary Enrolment

It has been mentioned earlier that primary enrolment figures collected from different sources differ widely and present a handicap to the analytic study of the figures. Enrolment figures, together with their classwise distribution, taken from five different sources are shown in appendix table A 4.1. SFYP has not explained how the planning commission arrived at the figure of 7 million. NFRHRD figures

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7. Ministry of Education, Government of the People's Republic of Bangladesh, The Scheme for Introduction of Universal Primary Education under IDA Assistance, Dhaka, 1980.

8. op.cit.

are based on sample surveys conducted by them. BANBEIS figures for 1975-76 and 1976-77 are 9.28 million and 9.02 million respectively, whereas those for 1973-74 is 7.88 million and for 1977-78 is 8.22 million.

It is not understandable why there was a sudden enrolment burst in 1975-76 and a steep decline in 1977-78. Barring those two unusual years (1975-76 and 1977-1978), the figures for the years 1974-75 to 1979-80 appear to gravitate around 8.20 million, which signifieslack of expansion of primary education, although primary age population has been increasing steadily. Besides, a collossal wastage stands out; Class V girls' enrolment as percentage of Class I girls' enrolment varies between 16.13 per cent and 25.5 per cent in different years. The percentage for 1978-79 and that for 1979-80 is around 22. BANBEIS has not yet been able to publish educational data for 1979-80. Such a long time-lag renders the data outdated and diminishes their utility.

Classwise enrolment variations in the rural and urban areas of different divisions of the country may be seen from appendix table A.4.2. It is found from this table that (a) there is a baby class prior to class I in many primary schools of both rural and urban areas and their enrolment vary from 2.25 per cent to 10.15 per cent of the total

enrolment depending on the location of the schools; (one IER survey[9] has also mentioned the existence of such a baby class. There is, however, no mention of a baby class in any government document/report). (b) The retention rates through Class V are generally higher for urban primary schools. (c) Rural-Urban gap in respect of proportion of pupils in various classes appears to be appreciably higher in Chittagong division.

FREPD conducted a survey[10] in eight selected rural areas of Bangladesh, two in each division, with a view to studying the situation of children; information was collected in two phases; the first phase comprising the period June - August 1977 and the 2nd phase comprising the period January - April, 1980. Table 4.1, based on FREPD report, indicates school participation rates of 5-10 year age group children in terms of percentages of corresponding age cohorts.

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9. Shamsul Haque & Others, A Study on Introducing Compulsory Primary Education in Bangladesh, IER, Dhaka, 1980.

10. FREPD, The Study on the Situation of Children in Bangladesh, Dhaka, 1981.

TABLE 4.1

SCHOOL PARTICIPATION RATES OF CHILDREN OF THE 5-10 YEAR AGE GROUP IN TERMS OF PERCENTAGES OF CORRESPONDING AGE COHORTS

Age in Years	First Phase			Second Phase		
	Male	Female	Both sexes	Male	Female	Both sexes
5	25	24	25	26	14	20
6	39	38	38	34	26	30
7	49	42	46	49	38	44
8	54	47	51	53	44	48
9	48	42	45	49	49	49
10	56	49	53	54	43	49

Only about 40 per cent of the 5-14 year child Population have been found to be enrolled in schools in the survey areas. Widespread poverty, low educational status of the adult family members, malnutrition among child population, high infant mortality, incidence of disease coupled with general ignorance of people have created extremely adverse economic condition and uncongenial physical environment for education of children. Hence, this low enrolment ratio.

Table 4.2 adopted from FREPD survey 'The Situation of Children' indicates classwise and sexwise enrolment of the 5 - 14 year age group as percentages of total enrolment in the survey areas as a whole.

TABLE 4.2

CLASSWISE AND SEXWISE ENROLMENT OF THE 5-10 YEAR AGE GROUP AS PERCENTAGES. OF TOTAL ENROLMENT IN THE SURVEY AREAS AS A WHOLE

Phase	Sex	Class level				
		I	II	III	IV	V
First	Male	42	17	12	9	7
	Female	49	19	11	7	5
	M+F	45	18	12	8	7
Second	Male	37	20	13	8	8
	Female	40	22	13	9	6
	M+F	38	21	13	9	7

The contents of the table indicate that during the period of survey, enrolment of girls tended to increase in higher classes which can be attributed to seasonal variations and increased awareness for education. Although participation of the child population in educational activities are similar all over the rural areas under the survey, the nature of classwise enrolment distribution of the 5-14 year age group tends to vary widely when the four survey areas are considered separately.

Primary enrolment has increased over the years but the rates of increase in different areas differ rather widely.

According to one study[11] percentages of age group participation in primary schools in different districts in 1974-75 were as follows :

Patuakhali	-	61.7
Bakerganj	-	58.2
Khulna	-	49.8
Noakhali	-	44.7
Jessore	-	44.5
Bogra	-	43.3
Chittagong	-	42.4
Pabna	-	42.0
Rajshahi	-	40.8
Comilla	-	40.1
Faridpur	-	39.6
Dhaka	-	39.0
Chittagong HT	-	37.1
Dinajpur	-	36.7
Sylhet	-	36.6
Rangpur	-	35.2
Kushtia	-	35.0
Mymensingh	-	32.8
Tangail	-	32.5

4.4 Women Teachers

The number and percentage of women teachers in the primary schools of Bangladesh in different years are shown in Table 4.3.

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11. Shamima Islam, Women's Education in Bangladesh, FREPD (2nd Edition), 1982.

TABLE 4.3

SEXWISE DISTRIBUTION OF TEACHERS IN GOVERNMENT AND NON-GOVERNMENT PRIMARY SCHOOLS BY YEAR

Year	Govt. Schools				Non-Govt. Schools			
	Male	Female	Total	% Female Teachers	Male	Female	Total	% Female Teachers
1973-74	1,37,733	5,091	1,42,824	3.56	6,645	798	7,443	10.72
1974-75	1,46,972	8,051	1,55,023	5.19	9,348	346	9,694	3.57
1975-76	1,47,387	7,754	1,55,141	5.00	16,303	1,004	17,307	5.80
1976-77	1,47,084	9,664	1,56,748	6.17	16,453	1,183	17,636	6.71
1977-78	1,42,353	11,924	1,54,277	7.73	29,382	2,485	31,867	7.80
1978-79	1,44,236	12,057	1,56,293	7.71	28,724	2,487	31,211	7.97
1979-80	1,40,273	11,615	1,51,888	7.65	27,477	2,971	30,448	9.76
*1981	1,41,400	14,600	1,56,000	9.3	26,000	2,000	28,000	7.14
*1982	1,41,000	14,500	1,55,500	9.3	26,000	2,000	28,000	7.14

Note : Asterisk denotes approximate figures, supplied by the Directorate of Primary Education.

Source: BANBEIS.

Female teachers increased in absolute number from 5,889 in 1973-74 to 16,500 in 1982, but in terms of percentage of total number of teachers women still constitute only a merginal segment : 8.9 per cent of total number of teachers, 9.3 per cent in government schools and 7.6 per cent in non-government schools.

Only about 15 per cent of rural schools have women teachers at an approximate rate of about 1.5 teachers per school, 32 per cent of female teachers are trained as against 57 per cent male teachers. IER Survey mentions that "while 38 per cent of female teachers in urban schools were trained, only 29 per cent of female teachers in rural schools were found to be trained. But while a large majority of the male teachers in the rural primary schools were trained, only a small minority of them in urban schools were found to be trained"[12].

Government has decided to reserve 50 per cent of primary school teaching posts for women to be filled by direct recruitment of female candidates (vide Ministry of Education notification No. SRO-273-L/80, dated 20.8.1980 and No.S VIII-108-2/80/321 Edn. dated 28.8.1980). From Table 4.3 it is revealed that in the face of this decision only about 3,000

12. IER, Survey of Primary Schools in Bangladesh, pp.54-55.

female teachers were appointed during 1981. In 1982 no appointment has so far (upto October) been made though over 10,000 posts are reportedly lying vacant.

4.5 Primary School Dropouts

Official figures supplied by BANBEIS, as has been mentioned earlier, indicate staggering dropout rates; about 66 per cent of children enrolled in Class I dropout before reaching Class IV (dropout rate is as high as 50 per cent between class I and class II). The official figures do not give the number of repeaters in various classes but repeaters are counted as dropouts. The School Mapping Exercise mentioned earlier, conducted by the Government in 1980, found that the percentages of repeaters in Classes I, II, III, IV and V were 24.81, 19.20, 17.18, 17.01, and 13.59 respectively, the average being 20.32 per cent.

IER survey made the following observation regarding rate of repetition in 1974:

> In the year under consideration, the repetition rates were 23 per cent for boys and 24 per cent for girls in Class I, 15 per cent for boys and 16 per cent for girls in both classes II and III, 15 per cent for both boys and girls in Class IV and 13 per cent for boys and 14 per cent for girls in Class V.

> It appeared that of all the classes the highest repetition rate occured in class I both in rural and urban areas as in the country as a whole, that the repetition rates for either boys or girls in class I was higher in rural areas than those in urban areas, that the repetition rate tended to decrease very slightly in higher classes, that it was 12 per cent for either boys or girls for class V in urban areas and the lowest of such rates for all categories of students, that in general the repetition rate are higher for all classes and categories of students in rural areas than that in urban areas and that in each class a slightly higher percentage of girls than that of boys tended to repeat classes (p.52).

As regards promotion rate IER survey mentioned that:

> in the year under consideration, the promotion rate was found to be 51 per cent for boys and 48 per cent for girls in class I and between 68 per cent and 73 per cent for boys and between 68 per cent and 72 per cent for girls in all other classes. In all the classes, the promotion rate for boys was slightly higher than that for girls, it tended to be higher for the higher class level, and it was generally higher in urban areas than in rural areas (p.53).

As regards dropouts, IER survey findings are:

> In Bangladesh the dropout rate in the government primary schools in 1974 was 16 per cent for boys and 17 per cent for girls in class I, 14 per cent for boys and 15 per cent for girls in Class II, 13 per cent for boys and 14 per cent for girls in Class III, 13 per cent for boys and 14 per cent for girls in Class IV, and 12 per cent for boys and 15 per cent for girls in class V (pp.51-52).

It was also found that the dropout rates for non-government primary schools in the country were generally higher than those for government primary schools.

According to Dr. Ellen Sattar,

> Dropout occurs at all levels but is concentrated in classes I & II It is a staggering problem and closely related to non-attendance. The majority of non attenders are girls either from very poor homes or from strict purdah-observing homes.[13]

Findings of FREPD - It is rather surprising that FREPD[14] has found exceedingly low dropout rates. Their estimates of classwise dropout per 100 enrolment in the survey areas are shown in Table 4.4.

TABLE 4.4

ESTIMATES OF CLASSWISE DROPOUT PER 100 ENROLMENT

Class	Male	Female	Both Sexes
I	2.0	1.9	2.0
II	3.7	4.9	4.2
III	7.9	7.8	7.8
IV	6.9	7.3	7.0
V	9.7	22.8	17.3

Annual dropout rate as estimated for class I in the survey areas is only 2 per cent of the total enrolment in the class and surprisingly lower than what one may find

13. Ellen Sattar, Universal Primary Education in Bangladesh, University Press Ltd, Dhaka; 1982.

14. FREPD, Study on the Situation of Children in Bangladesh, Dhaka, 1981.

through an assessment of official statistics. The dropout rate sharply increases along higher classes, 17 per cent in class V.

With the exception of Classes I & III, female dropout rates are higher than male dropout rates in each of the three other classes. The largest sex difference in drop-out rates is in class V with as high a rate as about 23 per cent for the female enrolment in the class. Obvious socio-cultural factors possibly contribute to this large deprivation rate in the female population.

Out of School Children and Causes of Their Non-Participation

In 1975 as many as 4.4 million girls (64 per cent of primary age girls) were out of school compared to 2.8 million (41 per cent) boys. Besides, as we have seen earlier, a large proportion of girls dropped off before reaching class V.

Shamima Islam[15] has mentioned that: (i) Poverty of parents, (ii) Lack of education of the adult members of the family, (iii) Girls start work earlier (around 5-7 years of age) as family helpers and are considered indispensable household assets. They are almost constantly needed at home and they help their mothers in taking care of children are major causes for girls' non-participation. She has also

15. Shamima Islam, Women's Education in Bangladesh : Needs and Issues, FREPD (2nd Edition), Dhaka, 1982.

mentioned that distance of school from home or the number of schools in the locality has a positive correlation with non-participation of girls. She does not consider the "Purdah" (segregation of sexes), which is not effective among women of poor families, as an obstacle for education of girls.

Md. Ferdouse Khan, in his paper, "Issues and Constraints in the Introduction of Appropriate Basic Education in Bangladesh",[16] has mentioned onset of Puberty as one of the major causes of dropout of girls from primary schools.

FREPD[17] has identified reasons for dropout in the following terms :

The reasons for most dropouts appear to be the following in order of seriousness :

> (i) Not possible to afford any more schooling; (ii) Lack of interest of the children for schooling; (iii) Want of time due to heavy preoccupation in household work; (iv) Guardians thought it difficult to send the child to school. The first factor alone accounts for as high as 49 per cent of the casualities- 67 per cent in the case of boys and 32 per cent in the case of girls. There is also significant sex difference in respect of most of the other reasons for dropping out from school. And there are also

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16. M. Ferdouse Khan, Issues and Constraints in the Introduction of Appropriate Basic Education in Bangladesh, Paper presented at a Seminar on World Bank's Policy Approaches to Education in the Context of Bangladesh, held in Dhaka on June 9 & 10, 1982.

17. FREPD, The Study on the Situation of Children in Bangladesh, Dhaka, 1981.

exclusively sex specific factors. "Engaged in earning a living" is found to be the cause only for the older male children of the group to dropout. The following four factors have been found to cause predominantly girls to dropout: (1) Guardians thought it difficult to send the children to school, (2) No separate arrangement for boys and girls in school, (3) Failure in school examination and (4) High cost of reading and writing materials. It will also be seen that while factors such as heavy household work, absence of higher educational institution in the locality and unfavourable attitude of the members of the family appear to be the causes for larger female dropping out, lack of interest in schooling is found to be a predominantly male factor. Again, while socio-cultural factors appear to affect mostly the grown-up children, the purely economic factors affect all children.

Reasons for dropping out appear to vary substantially from area to area. Although the major economic factor i.e. not possible to afford any more schooling for the child has been found to play a vital role in causing dropout in each area, 63 per cent of the dropouts in Dhaka area is due to this reason while the figure is about half of that (34 per cent) in Rajshahi. But the Rajshahi area is more affected by the allied economic factor i.e. want of time for schooling due to heavy preoccupation in household work, accounting for 28 per cent of the dropouts. In other areas, the factor has accounted for 10 per cent or less of the dropouts. The conclusion that emerged is that the measures to check dropout should be flexible and geared to area-specific realities.

IER survey[18] examined correlation between dropout rate of girls in primary schools and some environmental factors and found that :

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18. IER, Survey of Primary Schools in Bangladesh, 1977 pp. 77-78.

(i) Dropout rate of girls tended slightly to increase with even the improvement in the sitting capacity per enrolled student. (ii) As the teacher-student ratio decreased the dropout rate of girls tended slightly to decrease. (iii) Inspite of increase in the percentage of trained teachers on the school staff there is a tendancy of increase in the dropout rate of girls. (iv) The dropout rate of girls tended to increase with the increase in the percentage of older teachers on the staff.

Primary school dropout is of grave consequence and merits careful, realistic assessment. Reliable data are needed to tackle the problem.

4.6 Cost of Primary Education

Current year's (1982-83) total revenue budget for the entire education sector for 1982-83 is Tk.2310 million and about 45 per cent of this, i.e. Tk.1024 million has been allocated for primary education. Detailed itemwise breakdown of expenditure is not available; the Directorate of Primary Education could furnish only a broad statement as shown in table 4.5.

TABLE 4.5

REVENUE BUDGET IN PRIMARY EDUCATION SECTOR

Year	Pay of Establishment	Allowances, Honoraria, etc.	Contin-gencies	Total
1980-81	65,98,04,724	27,75,47,288	1,28,02,543	95,01,54,555
1981-82	66,11,26,000	30,90,21,000	1,62,47,000	98,63,94,000
1982-83	68,10,00,000	32,61,00,000	1,71,02,000	10,24,20,2000

From table 4.5 it appears that pay of establishment, allowances, etc. eat up over 98 per cent of the entire allocation for primary education and only about 1.3 per cent (Tk.1.71 million during 1982-83) is earmarked for contingencies, i.e. on an average each school gets ~~only Tk.300~~ per annum which is too meagre an amount.

As the vast majority of primary schools are coeducational, it is not possible to determine the cost differential between boys' and girls' education at the primary stage.

In the development budget, a comprehensive scheme for award of scholarships on the results of a scholarship examination at the end of class V is included. Total cost involved during 1982-83 is Tk.19.57 million. Primary Scholarships are divided into two categories : (i) Talent pool scholarships numbering 8,460 each of the value of Tk.75/- per month to be awarded thanawise on the basis of

merit. 50 per cent of these scholarships are reserved for girls. (ii) 2,850 general scholarships each of the value of Tk.30/- per month to be awarded unionwise/municipal wardwise; 3 boys and girls will get these scholarships in each Union/ Ward. Primary scholarship scheme is the only project where both boys and girls are equal beneficiaries; literally 50 per cent of the amount earmarked for scholarship goes to girls.

4.7 Educational Problems of out of School Girls

At present about 60 per cent of female primary - age population numbering about 5.15 million are outside the formal education system (the number of girls enrolled in schools is about 3.05 million)/whom are school dropouts and are relapsing into illiteracy. No educational opportunity whatsoever, now exists for them. They are not covered even by the government sponsored mass literacy programme which is officially meant for illiterates above the age of 10. Thus they constitute the most disadvantaged group of the society. It is necessary that special arrangements are made for their schooling.

Of them 3.10 million are illiterate and 2.05 million are literate most of

CHAPTER V

SECONDARY AND HIGHER SECONDARY EDUCATION

5.1 Present Position of Secondary and Higher Secondary Education in Bangladesh

5.1.1 Introduction

At present the courses offered at the secondary stage (classes IX and X) for the SSC Examination are diversified into six elective groups, namely Humanities, Science, Commerce, Agriculture, Home Economics, and Industrial Arts, besides Bengali, English, and Mathematics as compulsory subjects for all groups. This system is scheduled to end after the SSC Examination of 1984. On the basis of recommendations of the National Curriculum and Syllabus Committee (NCSC) made in 1976, the Ministry of Education has recently decided to introduce a unitrack curriculum for the SSC classes with effect from 1983 for 1985 examinees. The proposed unitrack curriculum includes a core part consisting of - Bengali, English, Science (Physical and Biological), Mathematics, and Social Science (History, Geography and Economics) and one elective subject from among a number of choices and optional (additional) subject from a list of several subjects. The essential element of this curriculum is that it proposes to strike a balance between humanities, science, and social science and other necessary skills.[1]

1. Ministry of Education, Government of the People's Republic of Bangladesh, Notification No. Section 18/6/NC-34/82, dated 13-10-1982 (Sd- Kazi Jalaluddin Ahmed, by order of the Chief Martial Law Administrator).

education a set of restrictive regulations has been given for each group with little chance for a student to modify even his initial incorrect decision in choice of a group and choice of elective subjects in each group.

The Second Five Year Plan (1980-85), however, firmly states a policy of "Flexibility of Academic programme and easy mobility of students both vertically and horizontally"[4]. However, it is to be noted that the present government appears to be keen to give a vocational bias particularly to general education at this level. The government is possibly planning to introduce two other tracks, namely Education and Nursing and also to give more emphasis on the Agriculture Group.

The proposed curriculum, in general, may be a little more attractive to woman students, because of inclusion of groups like Home Economics, Performing Arts and Music, Nursing and Education. While those except Education have so far been predominantly conventional groups for woman students, the government has adopted a policy of recruiting mostly women for teaching jobs at the primary level which should eventually require such a qualification as HSC (Education).

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4. Planning Commission, Second Five Year Plan (1980-85), p. XVI-8.

While the SFYP proposes to make secondary education "terminal for majority of the students"[5] the NCSC appears to have loaded the curriculum with too much of traditional academic content for conventional higher education than that for life. Since traditional secondary education in this country is sex discriminatory in nature, the proposed curriculum, would perhaps be more so in favour of men if implemented in its original form. These contradictions need to be resolved immediately.

The curriculum designed for the general higher secondary level by the NCSC seems appropriate for very high level academic performance of college bound students and not at all terminal as seen by SFYP. This curriculum would possibly prove more discriminatory against women than the existing one, despite some of its minor ameliorating features.

5.1.2 Statistical Basis for Development Programme for Secondary and Higher Secondary Education under the Second Five Year Plan and the Situation of Women.

The number of secondary schools increased from 6,000 in 1973 to 8,327 in 1980 with corresponding increase in enrolment from 1.7 million to 2 million during the seven year period, the rate of annual increase being about 2.5 per cent on the average. The enrolment of girls in the secondary level increased from 272 thousand in 1973 to 520 thousand in

5. Planning Commission, Second Five Year Plan (1980-85), p.XVI-8.

Inspite of this shift towards unification of the SSC curriculum, the Government appears to be committed to the policy of meeting the divergent needs of the learners at the secondary level. This is reflected in the following quotation from the Second Five Year Plan (SFYP)

> Secondary education will be made terminal for majority of the students. At the junior stage (VI-VIII) in addition to the general programme (which is the only programme currently), non-formal skill development courses will be introduced for limited number of students who, for certain reasons, will be unable to join 3-year general programme. Environmental, community and agricultural education will find place at the junior stage. The secondary education (IX-X) programme will have three major branches to cater to the divergent needs of the learners and to give it more technical and vocational bias. These are: (i) programme of general nature, (ii) community based programme and (iii) vocational programme. All the three programmes will also have non-formal education component. Students of general programme can move to any of these three branches whereas students from non-formal skill development courses at junior stage will move to Vocational Branch. It is expected that a substantial number of students completing secondary education should be able to find gainful employment or create opportunities for self-employment.
>
> The graduates of secondary schools desiring further education will take general higher secondary programme (XI & XII) or technical courses in polytechnics and similar other institutions. It is expected that completion of higher secondary programme will qualify persons for entry into most of the services. Similarly, graduates of polytechnics will join the mid-level technical job. Only students of outstanding merit will go for higher education at university level.[2]

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2. Planning Commission, Government of the People's Republic of Bangladesh, The Second Five Year Plan, (1980-85), XVI-8.

The NCSC report on Higher Secondary Education[3] proposes to introduce a diversified curriculum with seven alternative tracks, namely Humanities, Science, Commerce, Agriculture, Home Economics, Islamic Studies, and Performing Arts and Music. For each group the curriculum is divided into a core part and an elective part. Bengali with uniform weightage and English with variable weightage have been included in the core part as compulsory subjects for all groups and depending upon the nature of the groups variable lists of other compulsory subjects have been included in the core part of the curriculum. The elective part includes variable lists of subject options for each group. The options have been structured in such a manner as to channelize HSC passed students to different types of either higher education or vocations with very little scope for change of direction.

While it has retained essentially the current practice of diversification, dropping only the present group known as Industrial Arts and making it much more rigid and inflexible in respect of subject options as a preparatory stage for definite types of higher education and vocations, the list of subject areas has been enlarged to a great extent. In order to channelize students in different directions in higher

3. NCSC, Bangladesh Jatiya Shikhakram O Pathya-Shuchi Pranayan Committee Report, Chaturtha Khanda: Uchamadhyamic Stor, (Ekadash O Dradash Sreni), 31 March, 1978, page Ka (mimeographed Documents).

1980, the annual rate of increase being about 13 per cent on the average. In 1973 enrolment of girls accounted for 16 per cent of the total enrolment but in 1980 the enrolment of girls increased to 26 per cent[6]. This increase in the rate of enrolment of girls may be explained by the fact that most of the private high schools and junior high schools, which are predominantly located in rural areas have been made co-educational since the early seventies, attracting girl students belonging to the comparatively less conservative section of the slightly less poverty stricken rural population.

It may be seen that while the annual rate of increase of enrolment of girls was 13 per cent, that of boys was only 0.52 per cent at the secondary level during the period 1973-80. In spite of this rapid rate of growth in the enrolment of girls, by 1980 the enrolment ratio of girls as percentage of age group female population (10-14 years) was only 10 and that of boys as percentage of the age group male population was about 27, the corresponding ratio for both sexes being 19. In 1985, the corresponding ratios would be 14 per cent for girls, 28 per cent for boys, and 21 per cent for both sexes under the assumptions of population and secondary level

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6. Planning Commission, Second Five Year Plan (1980-85), p. XVI-3.

enrolment projections given in the reference materials[7]. Although secondary level enrolment has been increasing at rates higher than those of the age group population during the period, it tends to remain quite restrictive particularly to the female population. The average annual rates of growth of the age group population between 1975 and 1985 are estimated at 1.13 per cent for boys, 1.34 per cent for girls and 1.22 per cent for both sexes[8].

Number of teachers of secondary schools increased from 60,500 in 1973 to 70,000 in 1980, the annual rate of increase being 2.24 per cent. While the teacher-student ratio was 1:28 in 1973, it slightly decreased to about 1:29 in 1980. The ratio should be much less in the urban secondary schools than in the rural secondary schools, because most of the good urban schools are overcrowded by pupils as a consequence of recent rapid growth of urban population. Higher Secondary (classes XI and XII) education is primarily the concern of the Intermediate Colleges located mostly in urban and semi-urban areas. Some degree colleges (excepting the government managed ones) and a few special types of urban high schools have intermediate classes attached to them.

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7. Bangladesh Bureau of Statistics, Government of the People's Republic of Bangladesh, Monthly Statistical Bulletin of Bangladesh, November, 1978, and Planning Commission, Second Five Year Plan (1980-85), page XVI-24.

8. Bangladesh Bureau of Statistics, Government of the People's Republic of Bangladesh, Monthly Statistical Bulletin of Bangladesh, November, 1978.

Upto 1980 there were 263 intermediate colleges of which 3 were government managed; most of the non-government colleges then offered courses in Humanities and Commerce, and they were dependent on government aid and tuition fee income. Enrolment at the intermediate level was 277 thousand of which 130 thousand were in Humanities, 93 thousand in Science and 51 thousand in Commerce. It was then envisaged that the enrolment would increase from 277 thousand in 1980 to 377 thousand by 1985, of which 45 per cent would be in Humanities, 35 per cent in Science and 20 per cent in Commerce; the corresponding average annual rates of growth of enrolment being 7.22 per cent for all groups, 6.1 per cent for Humanities, 8.38 per cent for Science, and 9.57 per cent for Commerce.[9] The enrolment of girls at this level is insignificant because of obvious socio-economic reasons. Analysing these statistics further, one may see that only about 6.74 per cent of the age group population (15-16 years) were enrolled at this level in 1980. The enrolment ratio was planned to increase to 8.96 per cent in 1985, the average annual rate of increase being 1.97[10].

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9. Planning Commission, Second Five Year Plan (1980-85), page XVI-27.

10. Bangladesh Bureau of Statistics, Government of the People's Republic of Bangladesh, Statistical Yearbook 1980, (location cited, page 8) (our estimates)

The following observations of the Second Five Year Plan (1980-85) regarding secondary and higher secondary education is worth consideration :

> One of the recommendations of the Interim National Educational Advisory Council is to consider H.S.C. as the basic academic qualification for entry into public sector employment. If accepted, it will ease the pressure for higher education. For introducing selectivity and improvement of quality of college education, the following points merit consideration : (i) S.S.C. holders securing less than 40% marks might not be admitted in any institution for H.S.C. and no Third division H.S.C. holders should be admitted in any degree classes; (ii) In case of the disadvantaged group such as females from rural areas, entry qualification in higher educational institutions may be relaxed slightly; (iii) Establishment of Intermediate colleges should be discouraged; (iv) Grants-in-aid to non-government colleges should be regulated and be based on performance, especially examination results and not on the basis of enrolment alone; and (v) Minimum qualification requirments for teacher should be raised and strictly followed as a condition for affiliation and grant-in-aid[11].

The Plan proposes to add a fourth tier at the base of the system to provide rudiments of skills to those who are unable to reach class VIII in order to make them useful in their surroundings. The proposal also includes a programme, inter alia, of establishment of a Women's Polytechnic at Dhaka; development of women's colleges; introduction of science courses (HSC level) in the college of Home Economics at Dhaka; introduction of secondary and post-secondary level courses on life-oriented activities and vocations; establishment of community schools, vocationalization of general

11. Planning Commission, SFYP, (1980-85), page XVI-27.

secondary education in order to channelize students to productive activities emphasizing agricultural and related occupations. The Plan further proposes for diversification of courses to make them relevant to social transformation, retaining vertical link between courses of academic, vocational and technical nature, emphasizing positive attitude towards production and mannual work, etc. with a view to bringing diversity and ensuring equal access of students of all abilities to schools; reduction of the current gaps between the urban and rural areas as well as boys and girls, increasing educational facilities for girls; introduction of general core subjects in the Vocational Training Institutes in order to establish equivalence of certification among the students graduating from secondary schools (high schools) and Vocational Training Institutes. It envisages creation of more places for girls; development of two high schools (one for girls) at the headquarters of each newly created sub-division/district; development of neglected non-government secondary schools; supply of equipment for science and vocational courses to secondary schools; assistance to community (transformed secondary) schools for setting up adequate laboratories (particularly for integrated science teaching) and workshops for vocational education; and introduction of strict criteria for granting recognition to schools and awarding government subsidies.[12]

12. Planning Commission, Second Five Year Plan (1980-85)p.XVI-21.

The SFYP agrees that inequality of educational opportunities exists in the system. The inequalities arise from uneven distribution of institutions, poverty of the majority and concentration of wealth and influence in the hands of a small minority, differences in standards of institutions, and differences in home environment. The seriousness of the problem is augmented by factors such as the wide disparity of educational opportunities between (a) boys and girls, which tends to widen more at higher levels of education; and (b) urban and rural areas. Another factor is inequality for quality education.

The Plan adopts a policy of strengthening and expanding the existing scholarship and stipend programmes in all levels of education and of setting up a much larger schemes in order to distribute the incentives to each small geographical as well as administrative unit, on the explicit assumption that the disadvantaged groups would naturally benefit from this large-scale distribution of incentives since merit is probably randomly distributed in the entire population and on the implicit assumption that merit is identifiable through the existing system of conventional scholarship examination. The authors of the Plan expect that the scheme, if implemented properly , would progressively equalize educational opportunities and thus help building a conscious and egalitarian society.

In respect of women's status and education the Plan has the following to state :

> Women's Education : Islam treats men and women equally. Equality of partnership between men and women would be the guiding principle in all development activities of the country. Determined efforts are, therefore, to be made to provide expanded opportunities to women at all levels of education to bring them at par with men.
>
> Adequate steps would be taken to provide increased educational facilities for women in the Second Five Year Plan. Inspite of all efforts in the past to improve the lot of women there exists imbalance in (i) enrolment, (ii) dropout rate, and (iii) urban-rural gap between the sexes which are to be narrowed down.
>
> In the process of implementation of the programmes, priority will be given to cater to needs of the women in the rural areas. The task indeed is formidable and consequently it will be phased out over a period of 10 years, offering maximum possible opportunities, to educate women at all levels. Measures will also be taken to recruit more woman teachers to ensure retention of girls in schools[13].

The Plan also proposes to implement programmes for innovation of the curricula through development of Educational Technology and Instructional Materials for formal as well as non-formal education. The scheme lists projects including, among others, the school broadcasting programme and the use of T.V., Radio, Video-Tapes, etc. with emphasis on teacher education, distance teaching etc. The Plan Enunciates an

13. Planning Commission, Government of the People's Republic of Bangladesh, The Second Five Year Plan, page XVI-34 to XVI-35 (parentheses ours).

elaborate programme : (a) for improvement of curriculum, instructional methodology, production and distribution of text-books and reference books particularly for school education (and especially for secondary and higher secondary levels); (b) for improvement of educational planning, management, and administration for all types and levels of education with particular emphasis on school education including secondary and higher secondary education; (c) for improvement in the techniques of collecting, interpreting and disseminating educational statistics including the launching of a more scientific and systematic system of evaluation, examination and research in education in general and school education in particular; (d) for introducing a system of recruiting cadets for the proposed Bangladesh National Cadet Corps from the education system in general and from an improved and expanded system of Cadet Colleges, which have been in existence in imitation of the English Public Schools. (Bangladesh Education Commission 1974 recommended for transforming the then existing cadet colleges into real military academies for young aspirants for jobs in only the defence services[14]); (e) for introducing regular counselling and guidance services as an integral aspect of the system as a whole with particular

14. Ministry of Education, Government of the People's Republic of Bangladesh, Bangladesh Education Commission Report, 1974. pages 199-206.

emphasis upon the secondary and the higher secondary levels.

5.1.3 Further Review and Comments

The SFYP, for an egalitarian education system and a democratic and exploitation-free society, modifies not only the recommendations of the Bangladesh Education Commission, 1974, but also those of the NCSC, 1976, which also, in its turn, had ignored some recommendations of the Bangladesh Education Commission, 1974, in respect of reforming particularly secondary and higher secondary education. Though some of the proposals, as incorporated in the Plan document, might produce salutory effects and set the stage for initiating a process of egalitarianism, social justice, elimination of illiteracy, production of a mid-level skilled manpower, the Plan appears to have incorporated certain policies and programmes opposing the philosophy of social justice and changes in the education system for its improvement.

The SFYP emphasizes the principle of diversification and vocationalization of the curricula for secondary and higher secondary education without affecting the vertical link between courses of academic, vocational and technical nature and without sacrificing the liberal content. This propositions is not wholly consistent with either the Bangladesh Education Commission Report, 1974, or the NCSC Report, 1976, both of which widely differ on the question of

diversification of secondary education curriculum. While the Bangladesh Education Commission recommends extreme diversification and vocationalization of secondary education, the NCSC ends up with a programme of unitrack curriculum for secondary education, thus recommending abolition of even the existing diversified system. The current policies of the Government are in favour of unitrack secondary education curriculum.

The Plan reflects a desire for gradually equalizing educational opportunities in favour of the disadvantaged and deprived sections of the population, but apparently contradicts this desire through the following action programmes:

(a) The largest disadvantaged group belonging to the age-cohorts for secondary and higher secondary education, consists of rural women among landless, unemployed or under-employed agricultural and other labourer classes. Most of the non-government rural secondary schools have been made mostly co-educational, catering to the education needs of that deprived section to some extent. For the sake of consolidation and strengthening of secondary and higher secondary education, the Plan proposes: (a) to get rid of many of these weekly run schools (meaning non-government rural secondary schools) through a more stringent policy of awarding government recognition on the basis of performance of students in the SSC and HSC examinations even though the Plan itself so

emphatically terms the existing public examination system as "archaic and so unreliable".

(b) While the Bangladesh Education Commission, 1974, strongly recommends abolition of the discriminating system of secondary and higher secondary education by institutions like Cadet Colleges, Residential Model Schools, Special Schools, Laboratory Schools, Government Schools and replacement of this by a uniform and non-discriminatory system of secondary and higher secondary education in the country, the Plan shows an inclination for retaining the privileged institutions inspite of the fact that the Plan seems to be committed to providing equal educational opportunities to the deprived groups which naturally includes women of the country.

(c) The proposal for extensive scholarship programme at all levels, and particularly at the secondary and higher secondary levels, would work towards the intended equalization of educational opportunities only to some extent if the enumerated criteria for merit and talent could have been scientifically established perhaps through the use of standardized achievement and aptitude tests, the introduction of a system of birth registration in order to properly identify talents belonging to each age group, the introduction of a non-discriminatory and uniform system of education for all

classes of children.

Under the existing situation, the programme of scholarships and stipends is not likely to ensure equalization of educational opportunities because the programme does not recognise the basic psychological premise that pupils, and particularly the deprived and the backward ones, (including girls coming from poor rural homes) need recognition for achievement. The scholarship and stipend programme thus provides incentives to mostly those who could pay for education.

(d) The current government policies on education, the policies embodied in the SFYP, the recommendations of the Bangladesh Education Commission, 1974, and those of the NCSC tend to agree on only a few points regarding reforms in secondary and higher secondary education, and on particularly women's education. They have, however, generated a number of mutually exclusive solutions to the problems.

Given the foregoing background information on secondary and higher secondary education with particular reference to the situation of women of the age group, we now turn our attention to the analysis of information on enrolments, dropout and failure rates and their causes, teachers, and then to the educational problems of secondary schools and intermediate colleges including the direct cost of secondary education.

5.2 A Critical Examination of Enrolment Statistics for the Last Few Years

Introduction

This section reviews the enrolment situation and trends in secondary and higher secondary education vis-a-vis the respective age group population. In dealing with the enrolment situation at these two levels, we are faced with the serious problem of precisely specifying and classifying the educational institutions according to the size of enrolment in each type. Then analysis of trends and appropriate projection of enrolments as well as corresponding age group population face more serious methodological problems, such as bias in maintenance of records and data-collection procedure, variation in point of time, in objectives for and conditions under which data are collected, and in variation of techniques of analysis used. And finally, the absence of a scientific system of recording births and deaths poses the most serious demographic problem in the determination of age group population and the corresponding distribution of enrolment in each level of education by age.

A large majority of the secondary schools commonly known as high schools, which deal only with the secondary classes (VI-X), are mostly located in rural areas and most of them are privately managed with 65 per cent salary support from public funds. They are largely co-educational in nature, having few woman teachers. A category of secondary schools,

known as junior high schools, deal with the three initial secondary classes (VI-VIII); but their number is very small and they have been in an unstable situation in the sense that they tend either to grow into high schools or to get transformed into primary schools or to get merged with the attached primary schools, in case they fail to expand vertically. The urban high schools have mostly primary or even pre-primary classes attached to them; and all the government high schools are located in urban areas, they generally include primary sections and are either boys' high schools or girls' high schools. There are a few special high schools, mostly in urban areas - some have classes between pre-primary and X; others like the residential model schools, cantonment schools or public schools, laboratory schools and cadet colleges have variable initial class but have either X or XII as the terminal class . Urban high schools, both private and public, are usually superior to rural high schools whatever be the criteria of comparison. The main-stream of enrolment in the higher secondary classes (XI-XII) are, however, taken care of by the intermediate colleges and the intermediate section of degree colleges.

5.2.2 Enrolment at the Secondary Level (VI-X):

Trends in Total Enrolment:

Past trends in the total enrolment in classes VI-X for the age group 10-16 years, which appear to account for

almost the entire enrolment in classes VI-X with age distribution in each class, are indicated in Table 5.1.

TABLE 5.1

TRENDS IN TOTAL ENROLMENT AT THE SECONDARY LEVEL (VI-X) FOR THE AGE GROUP 10 - 16 YEARS BY SEX

Year	Total Enrolment (in thousand)			Year-wise sex distribution of total enrolment (in percent)		
	Male	Female	Both sexes	Male	Female	Both sexes
1975	1504	476	1980	75.96	24.04	100
1978	1371	443	1814	75.58	24.42	100
1979	1238	431	1669	74.18	25.82	100
1980	1352	502	1854	72.92	27.08	100

Note: Derived from Appendix Tables A5.1, A5.4, A5.7 and A5.10 (Details of class-wise age distribution by sex is shown in the source tables).

During the period between 1975 and 1979, the total enrolment at the secondary level showed a trend of decline from 1,980 thousand to 1,669 thousand, but by the year 1980 the total enrolment began to increase again. If the period is assumed to be the segment of a cycle, then one might predict that it would have possibly increased sharply during the past few years. And eventually it should show a tendency of further increase until the point of cyclic peak is reached. This interpretation of the information is particularly true when one considers the trends in the growth of enrolment of girls, which rose from 476 thousand in 1975 to 502 thousand in 1980, indicating a 0.91 percent annual growth rate on the average with a trend of initial decline and sharp regain

during the six year period. But it is surprising to note that in the same period the total enrolment (both sexes) declined at an average annual rate of 1.06 percent, even though the trend during the period could probably be represented by a second degree semi-logarithmic curve. This may possibly be more clearly explained in terms of indexes of socio-economic and political phenomena prevailing in the country during the post-liberation ara which preceded the six year period under consideration.

Year-wise sex distribution during the period shows that, while the enrolment ratio of boys as percentage of total secondary level enrolment gradually decreased, the corresponding enrolment ratio of girls increased from about 24 per cent in 1975 to about 27 per cent in 1980 with an indication of increase of girls in the composition of the total enrolment in each successive year following 1975. This naturally provides, at least, indirect evidence for the proposition that factors other than economic might have caused the gradual decrease of enrolment at this level, since the enrolment ratio of girls who conventionally constitute a deprived section of the population, can only increase under conditions of either economic prosperity or changes in the attitude of society from traditional conservatism towards liberation of both.

Data on class-wise sex ratio, in terms of number of girls as percentage of total enrolment, have been furnished in

Table 5.2.

TABLE 5.2

CLASS-WISE SEX-RATIO AS PERCENTAGE OF GIRLS IN THE ENROLMENT AT THE SECONDARY LEVEL FOR THE YEARS BETWEEN 1975 AND 1980

Year	Class VI	Class VII	Class VIII	Class IX	Class X
1975	24.01	28.84	25.93	19.15	17.75
1978	24.58	29.45	26.56	18.96	17.16
1979	27.55	28.64	24.32	24.02	19.83
1980	27.61	28.45	28.83	23.93	22.94

Source: Appendix Tables A5.2, A5.5, A5.8 and A5.11.

In each secondary class (VI-X), excepting class VII, the enrolment ratio of girls tends to increase gradually during the six year period, generally in larger rates in class IX and X than those in classes VI-VIII. While the initial class (VI) showed steady increase in the enrolment of girls, class VII does not appear to have registered any appreciable change in the enrolment ratio of girls, even though this class appears to have the largest percentages of girls in each year preceding 1980 and the 1980 enrolment ratio of girls is found to have shifted to class VII, indicating that this enrolment as percentage of total enrolment in the secondary level classes is increasing more rapidly in higher classes than in the lower ones.

The information given in the table also shows that, generally in each year under review, the higher the class level the less is the enrolment ratio of girls, but the situation has been improving on the six year time-scale in favour of the enrolment of girls in each class, even though the highest figure is still at a point much below the ideal (i.e., nearly 49 per cent).

Data on enrolment ratio of girls as percentage of total enrolment at the secondary level (classes VI-X) for each age cohort between 9-16 years have been presented in Table 5.3.

TABLE 5.3

ENROLMENT RATIO OF GIRLS AS PERCENTAGE OF TOTAL ENROLMENT AT THE SECONDARY LEVEL FOR EACH AGE COHORT BETWEEN 9 - 16 YEARS FOR 1975 - 1980

Age Cohorts/Years	1975	1978	1979	1980
9 - 10	42.56	18.40	47.14	47.22
10 - 11	24.06	25.98	26.72	26.72
11 - 12	25.31	25.68	27.19	27.80
12 - 13	26.52	29.34	26.94	28.28
13 - 14	18.70	21.74	19.95	21.83
14 - 15	21.74	22.13	25.44	26.88
15 - 16	26.92	23.63	30.46	31.31
All ages	24.01	24.43	25.83	27.05

Source: Appendix tables A5.2, A5.5, A5.8, and A5.11.

A general assessment of the contents of Table 5.3 would reveal that the enrolment ratio of girls as percentage of total enrolment at the secondary level (classes VI-X) tends to be higher at lower age cohorts, with the highest figures at 9 - 10 years and the lowest at 13 - 14 years, in all the years under consideration excepting 1978, when the lowest was at the initial age cohort and the highest at 12 - 13 years. This phenomenon may possibly be explained, to an extent, by the probable facts that in rural junior high schools and high schools grade repetition and dropout rates tend to be high at each of the three initial classes and that these rates are generally higher in the case of adolescent girls. The sociological reasons are obvious.

The data also reveal that enrolment ratio of girls follows a linear trend of growth of all the age cohorts between 9 - 16 years and the growth rates are the highest for the age cohorts 14 -15 years and 15 - 16 years. And the growth rates are also found to have been increasing progressively. In other words, the enrolment of girls in the highest classes of the secondary education system has been increasing rapidly and steadily.

A little more detailed information on class-wise enrolment ratio of girls for each of the age cohorts during the six year period is furnished in Table 5.4.

TABLE 5.4

CLASS WISE ENROLMENT RATIO OF GIRLS AS PERCENTAGE OF TOTAL ENROLMENT FOR AGE COHORTS DURING THE PERIOD 1975 - 1980

Class	Year	All ages							
		9-10	10-11	11-12	12-13	13-14	14-15	15-16	All ages
VI	1975	43	25	21	21				24
	1978	18	32	25	36				25
	1979	47	29	24	24				28
	1980	47	29	24	24				28
VII	1975		20	33	30	23	51		29
	1978		22	29	34	30			29
	1979		20	33	29	23	51		29
	1980		19	32	29	22	51		28
VIII	1975			34	29	21	26	33	26
	1978			27	34	23	28		27
	1979			32	27	20	24	31	24
	1980			37	32	24	29	36	29
IX	1975			5	13	17	26	27	19
	1978			7	14	18	23	24	19
	1979			6	16	22	32	34	24
	1980			6	16	22	32	34	24
X	1975				15	10	17	26	18
	1978				20	24	17	23	17
	1979				16	11	18	29	20
	1980				68	13	23	33	23

Source: Appendix Tables A5.2, A5.5, A5.8 and A5.11.

In class VI, enrolment ratio of girls is found to have been the highest for the age cohort 9-10 years during all the years excepting 1978 and the ratio tends to decrease as age increases. But in 1979, the highest ratio is found to have been for the last age cohort 12 - 13 years and the ratio tends mostly to increase directly with age.

In class VII, the enrolment ratio of girls for each year tends to increase directly with age and with the exception of the year 1978 the highest is found to be as high as 51 per cent. But in class VIII, the enrolment ratio of girls appears to have a curvilinear relationship with age, starting with high initial ratio from age cohort 11 - 12 years, the ratio decreases to its lowest point at age 13 - 14 years and then rises to a peak again at age 15 - 16 years with slight variation from year to year.

The enrolment ratio of girls for class IX has the lowest value for age cohort 11 - 12 years in all the years. So in all those years excepting 1979 the ratio has been directly correlated with age. The ratio for class X is similar to that for class VIII but the initial age cohort is 12 - 13 years.

Looking at the contents of the table in the perspective of its temporal dimension, it is clearly found that, with a few sporadic exceptions, in general, the enrolment ratio of girls as percentage of total enrolment in an age cohort within

a class tends to increase during the period under consideration lending support to the general proposition that the participation rate of girls in secondary level has been increasing since the liberation of the country. However, looking again at the data, keeping in view the age distribution in each class together with the enrolment ratio of girls, inference may be drawn to the effect that enrolment in each class level within the secondary education level is quite heterogeneous in respect of age, if assumptions regarding reliability of school records of age of girls (and also of boys) can be accepted as correct. And inference can as well be drawn to the effect that the cummulative effects of dropping out and grade repetition are probably higher among girls than those among boys.

5.2.3 Age Distribution of the Enrolment at the Secondary Education Level (VI-X)

The age distribution, which is slightly but negligibly, truncated at the upper limits for classes VIII-X and lower limit for class VI, is summarised for the secondary level (VI-X) as a whole and presented in Table 5.5. The frequency distribution of age for boys, girls and both sexes for each year separately has been transformed into the corresponding percentage distribution.

TABLE 5.5

AGE DISTRIBUTION OF THE ENROLMENT (TRUNCATED) AT THE SECONDARY LEVEL (VI-X) FOR SELECTED YEARS BETWEEN 1975 - 1980

Year	Sex	Age Cohort							Mean age	S.D.
		9-10	10-11	11-12	12-13	13-14	14-15	15-16		
1975	Boys	2	12	23	22	24	12	4	12.57	1.41
	Girls	4	12	25	25	18	11	5	12.44	1.47
	Both sexes	2	12	24	23	22	12	4	12.54	1.41
1978	Boys	12	10	21	20	21	11	5	12.31	1.66
	Girls	8	11	23	26	18	9	5	12.32	1.53
	Both sexes	11	10	21	21	21	10	5	12.32	1.53
1979	Boys	2	12	24	24	23	11	4	12.53	1.39
	Girls	5	13	26	25	17	10	5	12.37	1.49
	Both sexes	3	12	24	24	22	11	4	12.49	1.42
1980	Boys	2	12	24	24	24	11	4	12.54	1.39
	Girls	4	12	25	25	18	11	5	12.44	1.47
	Both sexes	2	12	24	24	22	11	4	12.52	1.39

Source: Appendix tables A5.3, A5.6, A5.9 and A5.12.

An examination of all these age distribution as given in Table 5.5 should reveal that they can easily be approximated by the normal distribution, (which is not at all expected and desirable), rather than the uniform distribution, (which is really expected and desirable). In a developed country, the

secondary education system of equivalent duration, same grades and undisturbed assurance for vertical promotions (i.e., without provision for grade repetition), each age. distribution should have semblance of a uniform distribution only slightly affected by the normal and small death rates and very small dropout rates (which would rarely be allowed).

Further examination of the data indicates that, while the mean age of the enrolled students of the secondary level falling between 12.31 and 12.57 years, with standard deviation falls between 1.39 and 1.66 years. It, therefore, seems that nearly two-thirds of the enrolment falls between 11 and 14 years. Other interesting findings are that, although in most of the years girls are found to have been slightly younger than boys (the reason being socio-cultural), sex difference in mean age is negligible, that the age structure of enrolled boys and girls have remained virtually unchanged during the six year period, that, although boys tend to have been less heterogeneous than girls in respect of age, the sex difference in variability is found to have been quite negligible, and that these variabilities in age distribution of either boys or girls or both groups have remained almost unchanged over the years under review.

The data on class-wise age distribution of enrolled girls have been presented in Table 5.6.

TABLE 5.6

CLASSWISE AGE DISTRIBUTION (IN PERCENTAGE) OF ENROLLED GIRLS AT THE SECONDARY LEVEL (VI-X) FOR SELECTED YEARS DURING 1975 - 1980

Class	Year	Age cohort							Mean age	S.D.
		9-10	10-11	11-12	12-13	13-14	14-15	15-16		
VI	1975	15	34	42	9				10.95	0.85
	1978	27	17	41	15				10.94	1.04
	1979	15	34	42	9				--	-
	1980	15	34	42	9				--	-
VII	1975		8	32	49	9	2		12.15	0.83
	1978		21	14	47	18			12.12	1.01
	1979		8	32	49	9	2		--	-
	1980		8	32	49	9	2		--	-
VIII	1975			17	36	37	9	1	12.91	0.91
	1978			29	21	37	13		12.84	1.03
	1979			17	36	37	9	1	--	-
	1980			17	36	37	9	1	--	-
IX	1975			1	10	48	30	11	13.90	0.84
	1978			1	27	21	32	19	13.91	1.11
	1979				10	48	30	12	--	--
	1980			1	10	48	30	11	--	--
X	1975					13	52	35	14.72	0.66
	1978					32	34	34	14.52	0.81
	1979					13	52	35	--	--
	1980					13	52	35	--	--

Source: Appendix Tables A5.3, A5.6, A5.9, and A5.12.

The most revealing finding about the data is that the BANBEIS estimates of (from which the data for the current study have been obtained) age distribution in each class for the years under consideration were possibly based upon other survey reports, which could not be procured for the current review. However, it is found that (a) each class is quite heterogenous in respect of age, (b) within each class heterogeneity in age tends to increase over time, (c) the higher the class level the more homogeneous is the group in respect of age, (d) the mean age at the secondary level varied between 10.95 and 14.72 years in 1975 and between 10.94 and 14.52 years in 1978 which shows that the mean age tends to decrease but only slightly over time, and (e) the standard deviation varied between 0.85 and 0.66 in 1975 and between 1.04 and 0.81 in 1978 showing decrease of homogeneity over time but increase of homogeneity in higher class levels.

The problem of age distribution in secondary classes can be more deeply analysedby considering the data generated through a basic survey study in 1979-80. The data have been furnished in Table 5.7[15].

15. FREPD, The Situation of Children in Bangladesh, Dhaka, July, 1981.

TABLE 5.7

AGE DISTRIBUTION OF CHILDREN ENROLLED IN SCHOOLS BY CLASS LEVEL (SELECTED SURVEY AREAS) IN BANGLADESH

Age in years	Class VI		Class VII		Class VIII	
	Male	Female	Male	Female	Male	Female
11	11	17				
12	48	41	33	57	15	13
13	12	17	24	25	41	44
14	23	24	42	18	44	44
Mean	12.40	12.48	13.09	12.61	13.29	13.31
S.D.	1.02	1.04	0.87	0.77	0.71	0.69

Contrasting information given in Table 5.7 with that in Table 5.6, it can be generally stated that BANBEIS underestimates class-wise mean age by at least one year and does so in the case of age variation within each of the three initial classes of the secondary level. The estimates given in Table 5.7 are based upon a household survey and not on school records, (which are conventionally disreputed for underestimation of age of students). Information given in the last table ignore the extremes in the source, because it is quite truncated in respect of higher ages beyond 14 years. It is informative to note that (a) the mean age of students in classes VI-VIII varies between 12.40 and 13.31 years while the standard deviation of age varies between 0.69 and 1.04, (b) homogeneity of groups in respect of age increases directly with class levels, (c) girls are older than boys in all the

classes although the differences appear to be negligibly small, and (d) girls are slightly more homogeneous than boys. These findings contradict some of the findings given on the basis of data in Table 5.8.

5.2.4 Enrolment at the Higher Secondary (XI-XII) level:

Enrolment Ratio of Girls at the Higher Secondary Level:

Data on enrolment at the higher secondary level are summarised in the Appendix Tables A5.13-A5.15. Table 5.8 gives a brief summary of the contents of those tables, showing the trends in the enrolment ratio of girls as percentage of total enrolment at this level.

TABLE 5.8

ENROLMENT RATIO OF GIRLS AS PERCENTAGE OF TOTAL ENROLMENT AT THE HIGHER SECONDARY LEVEL FOR THE YEARS 1975 - 1980

Year	Intermediate Colleges		Degree Colleges		Intermediate and Degree Colleges*		
	Government	Non-Government	Government	Non-Government	Government	Non-Govt.	Govt. & Non-Govt.
1975	5	12	22	13	21	13	14
1976	5	12	15	13	14	12	13
1978	22	10	22	8	22	9	11
1979	-	15	--	--	--	--	--
1980	--	16	--	--	--	--	--

Source: Appendix Tables A5.13-A5.15.

*Excluding higher secondary classes of some special high schools.

Generally speaking, the enrolment ratio of girls as percentage of total enrolment is quite small and it appears that the enrolment ratio of girls has, in fact, been decreasing since 1975, the rate of decrease being 5 per cent per year upto 1978. In that year, the enrolment ratio is found to have been 14. This is found to have come down to 11 in 1978. While the enrolment ratio of girls is lower at this level than at the secondary level, it is interesting to note that the enrolment ratio of girls in the government colleges has been more stable and higher than those in the non-government colleges.

Enrolment with the corresponding sex ratio at the higher secondary level is shown in Table 5.9.

TABLE 5.9

DATA ON ENROLMENTS AT THE HIGHER SECONDARY LEVEL WITH CORRESPONDING SEX RATIOS DURING 1975-1978

Year	Number (in thousand)			Sex Ratio (as percentage of total enrolment)		
	Boys	Girls	Both sex	Boys	Girls	Both sex
1975	212	34	246	86	14	100
1976	180	26	206	87	13	100
1978	133	16	149	89	11	100

Source: Appendix Table A5.15.

The contents of the table show that the enrolment at the Higher Secondary level has been decreasing since 1975 although rate of decrease is slightly diminishing. Between the two

initial years the annual rate of decrease was 16 per cent, but between 1976 and 1978 the rate was 13 per cent. The event may be explained by the fact that in the initial years during the post Liberation period there was a sharp rise in both the number of intermediate colleges as well as enrolment in them. But following 1975 the growth has been arrested due to socio-economic and other reasons. For girls the rates of decrease were 24 per cent and 19 per cent respectively. Hence conclusion may be drawn to the effect that the enrolment of girls at the Higher Secondary Level decreased at much higher rates in both the periods under consideration.

It is also interesting to note that the enrolment ratio of girls as percentage of total enrolment at this level has been decreasing gradually. It was 14 per cent in 1975 but reduced to 11 per cent in 1978. The ratio has been decreasing at a constant rate since 1975. The analysis reveals that higher secondary education is becoming increasingly restrictive and it is more so in the case of girls.

Appendix tableA5.15 shows that in the year 1978 total enrolment at this level was 1,49,380 of which only 11 per cent were girls. Enrolment in the non-government colleges (both intermediate and degree colleges) accounted for about 83 per cent of the total enrolment. Higher Secondary Education is, therefore, taken care of by mostly non-government colleges. And most of the non-government intermediate colleges

traditionally cater to the educational needs of the relatively poorer and less priviledged sections of the population.

5.2.5 Participation Rates at the Secondary Level

Appendix Tables A5.16-A5.20 contain the detailed statistics on the population enrolled at the secondary level and out-of-school by age and sex for the years 1975, 1978, 1979 and 1980 as well as estimates for years between 1975-1980. Table 5.10 contains a summary of the information.

TABLE 5.10

DATA ON POPULATION ENROLLED AT THE SECONDARY LEVEL AND OUT-OF-SCHOOL

Year	Population enrolled (in thousand)			Total Population (in thousand)			Enrolment as percentage of total population (in per cent)		
	Male	Female	Both sex	Male	Female	Both sex	Male	Female	Both sex
1975	1504	475	1979	7286	6812	14098	21	7	14
1978	1371	443	1814	7705	7211	14916	18	6	12
1979	1238	431	1669	7926	7420	15346	16	6	10
1980	1352	502	1854	8151	7637	15788	17	7	12

Source: Appendix Tables A5.16 - A5.19.

The participation rate in terms of percentage of the age group population enrolled at the secondary level has been declining gradually since 1975. While the total age group population of 14,098 thousand in 1975 steadily increased to 15,788 thousand in 1980 with similar increases in both the sexes, the corresponding

enrolments decreased from 1,979 thousand in 1975 to 1,854 thousand in 1980. However, the enrolment of girls increased from 475 thousand in 1975 to 502 thousand in 1980, affecting no significant changes in the participation rate (7 per cent) of girls. In 1975 the participation rate of boys was 21 per cent which decreased in 1980 to only 17 per cent. Girls tend to participate at rates much lower than those of boys; the sex differences are quite high and favourable for boys as a group.

5.3 A Critical Examination of Dropout and Failure Rates and their Causes

5.3.1 Dropout and Wastage Rates in the Secondary Level (VI-X):

Class-wise enrolment statistics do not directly reveal the dropout rates. The cumulative effects of dropping out, passing out (discontinuation of studies after completion of a class within the level without completing the entire stage), death, and grade repitition, mostly because of failure in class examination, are exhibited by imbalances in class-wise enrolment distribution. Trends in the cumulative effects of these are indicated by the data furnished in Table 5.11.

TABLE 5.11

CLASSWISE DISTRIBUTION OF ENROLMENT BY SEX FOR SELECTED YEARS AT THE SECONDARY LEVEL (IN THOUSAND)

Class	Sex	Years				
		1975	1978	1979	1980	Total of all years
VI	Boys	443	407	358	384	1592
	Girls	140	133	136	146	555
	Both	583	540	494	530	2147
VII	Boys	322	296	304	331	1253
	Girls	131	123	122	131	507
	Both	453	419	426	462	1760
VIII	Boys	301	276	255	274	1106
	Girls	105	100	82	111	398
	Both	406	376	337	385	1504
IX	Boys	235	226	172	204	837
	Girls	56	53	54	64	227
	Both	291	279	226	268	1064
X	Boys	203	165	150	160	678
	Girls	44	34	37	48	163
	Both	247	199	187	208	841
All Classes	Boys	1504	1371	1238	1352	5465
	Girls	457	443	431	582	1833
	Both	1961	1814	1669	1854	7298

Source: Appendix Tables A5.1- A5.12.

The classwise distribution of enrolment for each year under consideration may be explained in terms of enrolment in a class as the percentage of total enrolment in the secondary level (VI-X) for each sex as well as both the sexes. This is presented in Table 5.12.

TABLE 5.12

CLASSWISE PERCENTAGE DISTRIBUTION OF ENROLMENT AT THE SECONDARY LEVEL (VI-X) FOR SELECTED YEARS BY SEX

Class	Sex	Year				
		1975	1978	1979	1980	Total of all years
VI	Boys	29.45	29.69	28.92	28.40	29.13
	Girls	30.63	30.02	31.55	29.08	30.28
	Both	29.73	29.77	29.60	28.59	29.42
VII	Boys	21.41	21.59	24.56	24.48	22.93
	Girls	28.67	27.77	28.31	26.10	27.66
	Both	23.10	23.10	25.52	24.92	24.12
VIII	Boys	20.01	20.13	20.60	20.27	20.24
	Girls	22.98	22.57	19.03	22.11	21.71
	Both	20.70	20.73	20.19	20.77	20.61
IX	Boys	15.63	16.48	13.89	15.09	15.32
	Girls	12.25	11.96	12.58	12.75	12.38
	Both	14.84	15.98	13.54	14.46	14.58
X	Boys	13.50	12.04	12.12	11.83	12.41
	Girls	9.63	7.67	8.58	9.56	8.89
	Both	12.60	10.97	11.20	11.22	11.52

Source : Table 5.11.

The table gives a comprehensive picture of the rates of stagnation and wastage at the secondary level. An examination of the average figures presented in the last column should reveal the magnitude and seriousness of the problem under study. While as high as 29 per cent of the enrolment at the secondary level is in class VI, the corresponding percentage for class X is only about 12. And this is much more serious in the case of girls, more than 30 per cent of whom are in class VI and only nearly 9 per cent in class X. Hence the rates of stagnation and wastage are higher for girls than for boys. Each year considered separately should also reveal almost the same story for the total of secondary level enrolment. However, while the situation appears to have been slightly improving in the case of male enrolment in higher classes since 1975, it is found to have been gradually deteriorating in that of female enrolment.

Table 5.12 shows that the stagnation and wastage rates for a deprived group, such as the girls, are clearly higher than that of boys although the problem is actually serious for both the groups considered together. It may also be noted here that, even though the stagnation and wastage at the secondary level as revealed by the contents of Table 5.12 cannot be accounted for either by the phenomenon of dropping out or passing out in intermediary classes within the level

or by that of grade repetition, possibly the wastage caused by dropping out is quite high and very high particularly in the case of girls.

A study conducted in late sixties on a sample shows the dropout rates for the secondary level. The findings of the study are briefly reported in Table 5.13.

TABLE 5.13

CLASSWISE DROPOUT RATES AS PERCENTAGE OF ENROLMENT AT THE SECONDARY LEVEL BY SEX

Class	Boys	Girls
VI	9.96	18.40
VII	5.72	11.39
VIII	10.41	15.94
IX	10.19	12.11
X	3.78	9.97

Source: Table 21 (of the Appendix) in the Education in East Pakistan Research Project by Mazharul Haque et al IER, D.U., 1970.

The figures given in Table 5.13 are valid for the pre-liberation period. And since then the situation has been changing fast; and it would not be improbable to guess (and wisely so) that the magnitude of the problem has by now increased greatly because of huge expansion of the education system in recent years on the one hand and economic degeneration on the other. The information furnished in Table 5.13

also substantiates the proposition that even in the pre-liberation period the dropout rates for girls were higher than those for boys in each secondary class, the sex differences being higher at lower classes. The findings of the FREPD study, 'Situation of Children in Bangladesh' on dropout of 5-14 year age group has been reported under primary school dropouts in section 4.5.

5.3.2 Failures and Achievements at the SSC Examination : The problems of wastage and stagnation of the secondary level may also be studied in terms of results of the SSC Examination (which is the first public examination after completion of secondary education). Tables 5.14 and 5.15 give a summary of results of the SSC Examinations of different years of the Rajshahi and the Jessore Boards of Intermediate and Secondary Education respectively.

TABLE 5.14

SEXWISE DISTRIBUTION OF PERCENTAGE OF STUDENTS PASSED IN SSC EXAMINATION IN RAJSHAHI BOARD

Year	No. of students appeared			No. of students passed			% passed		
	A	B	C	D	E	F	G=Dx100 / A (Male)	H	I
	Male	Female	Both sex	Male	Female	Both sex		H=Ex100 / B (Female)	I=Fx100 / C (Both sex)
1977	26,122 (69.64)	111,389 (30.36)	37,511 (100)	8,738 (71.83)	3,427 (28.17)	12,165 (100)	33.45	30.09	32.43
1978	26,885 (70.42)	11,295 (29.58)	38,180 (100)	17,529 (68.30)	8,136 (31.70)	25,665 (100)	65.20	72.03	67.22
1979	27,423 (65.26)	14,599 (34.74)	42,022 (100)	18,105 (64.89)	9,798 (35.11)	27,903 (100)	66.02	67.11	66.40
1980	27,592 (62.96)	16,231 (37.04)	43,823 (100)	18,053 (70.93)	7,398 (29.07)	25,451 (100)	65.43	45.58	58.08
1981	44,645 (80.43)	10,861 (19.57)	55,506 (100)	23,119 (79.78)	5,861 (20.22)	28,980 (100)	51.78	53.96	52.21

Source: BANBEIS unpublished documents.

TABLE 5.15

SEXWISE DISTRIBUTION OF PERCENTAGE OF STUDENTS PASSED IN SSC EXAMINATION IN JESSORE BOARD

Year	No. of students appeared			No. of students passed			% passed		
	A	B	C	D	E	F	G	H	I
	Male	Female	Both sex	Male	Female	Both sex	$G=\frac{D \times 100}{A}$ (Male)	$H=\frac{E \times 100}{B}$ (Female)	$I=\frac{F \times 100}{C}$ (Both sex)
1977	29,086 (80.25)	7,160 (19.75)	36,246 (100)	16,094 (81.25)	3,715 (18.75)	19,809 (100)	55.33	51.89	54.65
1978	32,534 (80.31)	7,974 (19.69)	40,508 (100)	21,841 (81.17)	5,067 (18.83)	26,908 (100)	67.13	63.54	66.43
1979	34,681 (79.54)	8,921 (20.46)	43,602 (100)	20,934 (80.56)	5,053 (19.44)	25,987 (100)	60.36	56.64	59.60
1980	36,323 (77.97)	10,260 (22.03)	46,583 (100)	20,811 (76.65)	6,340 (23.35)	27,151 (100)	57.29	61.79	58.29

Source: BANBEIS unpublished documents.

Between 1977 and 1981, the percentage of passing the SSC Examination of the Rajshahi Board varied between 32 (in 1977) and 67 (in 1978). It may be seen that the average rate of failure is very close to 40 per cent of the students who appeared. Some students failing in an earlier examination reappear in subsequent examinations; but a large majority cannot afford to appear again. With a few moderate exceptions the sex difference in the rates of passing is only marginal.

In the Jessore Board the percentage passing the SSC Examination varied between 55 (in 1977) and 66 (in 1978). Hence in this case also the average failure rates should be close to 40 per cent of the number of students appeared in the examinations. The sex differences are only slight.

5.3.3 Quality of Achievement in SSC Examination: One way of looking at the quality of performance in the SSC Examination is to examine the data on division placement of students who passed this examination in different years. Data furnished in Table 5.16 show this and the sex differences.

TABLE 5.16

DATA ON DIVISION PLACEMENT OF STUDENTS WHO PASSED THE SSC EXAMINATIONS OF DIFFERENT BOARDS (IN PERCENTAGE) FOR SELECTED YEARS BY SEX

Board	Sex	1977			[illegible]			1979			1980			1981		
		Ist	2nd	3rd	Ist	[illegible]	[illegible]	Ist	2nd	3rd	Ist	2nd	3rd	Ist	2nd	3rd
Rajshahi	Boys	5	23	72	4	22	74	7	37	56	8	37	55	10	51	39
	Girls	4	37	59	2	22	76	6	31	64	12	39	49	7	45	48
	Both	5	27	64	4	22	74	7	35	58	9	30	53	10	49	41
Jessore	Boys	6	30	64	8	36	56	7	32	61	10	40	50	-	--	--
	Girls	5	28	67	5	34	61	4	51	65	6	36	58	-	--	--
	Both	6	29	65	7	36	57	6	32	62	9	39	52	-	--	--

Source: Appendix Tables A5.21 and A5.22.

Generally, a very small percentage of students (mostly less than 12 per cent) of those who passed were found to have been placed in the first division in the SSC Examinations of the two boards during the years between 1977 and 1981. The largest percentage tend to be placed in the third division the maximum being 76 per cent (girls who passed from Rajshahi Board in 1978) and the minimum 39 per cent (boys who passed from Rajshahi Board in 1981). Boys tend to perform generally better than girls with a few exceptions, the sex difference being small.

There is a discernible trend of improvement in the results since 1979. In 1977 only 5 per cent and 6 per cent of the passed candidates obtained first division in the Rajshahi and Jessore Boards respectively, but by 1980 the corresponding figures were 9 for each board. In 1981 the figure for Rajshahi Board rose to 10 per cent. Each sex considered separately also shows this trend. Even when each group (Science, Agriculture, Commerce, Humanities, Home Economics, and Industrial Arts) is considered separately (see Appendix Tables A5.21 & A5.22) these trends, as given in the two preceding paragraphs, should generally hold with only sporadic exceptions depending upon the nature of groups and year of board.

Inequalities in educational opportunities at the secondary level with a huge variety of schools coupled with acute socio-economic disparities among different sub-population in Bangladesh are at least partially responsible for a situation of wastage and stagnation as depicted by Table 5.16. Most of the failed students along with a large majority of those who are placed in the third division are generally absorbed in the rural community and they naturally assume as the educated and leading section of that community where a vast majority of people are illiterate. These educated persons bear the life-long stigma of failure because of the current system of public examination which is lacking in validity and reliability.

5.3.4 Dropout and Wastage at the Higher Secondary Level (XI-XII): Wastage at the Higher Secondary Level can only be estimated to some extent on the basis of distribution of enrolment in the two classes in a year and the numbers appearing at and passing the examinations in subsequent and due years. The imbalances may reveal the cumulative effects of failures coupled with grade repetition and non-promotion, dropping out of the system, repeating the final public examination, etc. Such an analysis would, therefore, provide at least some indirect indication of the phenomenon of dropout as well as all other forms of wastage and stagnation at the

level. Data given in Table 5.17 reflect these wastages. However, since the HSC Examination results of the Comilla Board are not available for this study and since the enrolment statistics for the country as a whole are available, HSC Examination results for the entire country for particular years are estimated by prorating the results of the three boards (Dhaka, Jessore, and Rajshahi) for which the relevant data are available.

TABLE 5.17

DATA ON ENROLMENT AT THE HIGHER SECONDARY LEVEL (CLASSES XI AND XII) AND PRORATED STATISTICS ON HSC EXAMINATIONS OF THESE ENROLLEES (IN THOUSAND) AND THE CORRESPONDING PERCENTAGE DISTRIBUTIONS

Statistics	Sex distribution		
	Male	Female	Both sexes
a. Total enrolment in classes XI and XII for 1978	133	16	149
b. Estimated Number Appeared at the HSC Examinations in 1979 and 1980	166	43	209
c. Estimated Number Passed the HSC Examinations in 1979 and 1980	97	25	122
d. Number Appeared (b) as the percentage of Total enrolment(a)	125	269	140
e. Number Passed (c) as the Percentage of Number Appeared (b)	58	58	58
f. Number passed (c) as the percentage of Total Enrolment (a)	72	156	82

Source: Appendix Tables A5.15, A5.24, A5.25, and A5.26.

It is interesting to note that the sum number of students, who appeared at the HSC Examination in 1979 and in 1980, is found to be 140 per cent of the corresponding enrolment in the Higher Secondary Level (classes XI and XII) in 1978, these being the normally expected enrolment to appear at the examinations. In fact, the number of regular candidates for the examinations ought to have been much less than the corresponding enrolments. The anomally can be explained by the fact that a large number of failed candidates, dropouts, grade repeaters and those who defer appearance at regular examinations appear at the HSC examination in each year. These irregular cases have not been included in the enrolment statistics. Sex difference in respect of this appears to be large. In other words, the incidence of irregularities of the kind is higher for girls as compared with that of boys.

The rate of wastage can be measured much precisely in terms of failure rates at the HSC Examination. On the average, about 42 per cent of those who appeared at the examinations in 1979 and 1980, failed. There is no perceptible sex difference. Again, using the enrolment as the base, we find that about 82 per cent of the total enrolment passed the HSC Examinations in the two years under consideration. The corresponding sex differences are very high, indicating again that the rates of stagnation and wastage of the kind are higher for girls than for boys.

Appendix Table A5.15 indicates that the enrolment in the years prior to 1978 was much larger. In 1975 and 1976 the enrolments were 246 thousand and 206 thousand respectively. Hence it would not be unreasonable to assume that a large number of irregular students of these years persistently repeated their efforts in subsequent examinations as irregular candidates. The percentage of female irregular candidates is generally higher than that of male irregular candidates.

5.3.5 Quality of Achievement at the HSC Examination: Detailed statistics on division placement of students passing the HSC Examinations of the three boards are presented in Appendix Tables A5.26-A 5.28. A summary is given in Table 5.18.

TABLE 5.18

DATA ON DIVISION PLACEMENT OF STUDENTS PASSING THE HSC EXAMINATIONS IN SELECTED YEARS BY SEX (IN PERCENT)

Board	Sex	1978			1979			1980			1981			1982		
		Ist	2nd	3rd	Ist	2nd	3rd	Ist	2nd	3rd	Ist	2nd	3rd	Ist	2nd	3rd
Dhaka	Boys	4	26	69	6	28	66	10	32	58	-	-	-	12	44	44
	Girls	6	29	65	7	30	63	10	35	54	-	-	-	11	53	36
Jessore	Boys	4	24	72	3	19	78	5	27	68	-	-	-	-	-	-
	Girls	3	25	72	2	19	79	4	28	68	-	-	-	-	-	-
Rajshahi	Boys	3	21	76	4	26	70	5	30	65	5	30	65	12	41	47
	Girls	3	19	78	2	22	76	4	20	76	4	29	67	10	46	44

Source: Appendix Tables A5.27 - A5.29.

The quality of academic achievement of Higher Secondary level students as reflected in Table 5.18 has been improving gradually since 1978 even though placement in the first division is mostly below 12 per cent and that in the third division is as high as 79 per cent. With a few sporadic exceptions, boys tend to achieve slightly better than girls.

Between 1978 and 1982 the rate of first division placement of boys in HSC examination of the Dhaka Board increased from 4 per cent to 12 per cent and third division placement of boys decreased from 69 per cent to 44 per cent, the base of the percentage being total number of those boys who passed in each year. Similarly, the rate of first division placement of girls in HSC examination of the Dhaka Board increased from 6 per cent in 1978 to 11 per cent in 1982 and the corresponding third division placement of girls decreased from 65 per cent to 36 per cent during the period, the base of percentage being total number of girls who passed in each year. This analysis substantiates the overall finding that the standard of achievement of both the sexes improved and the sex difference was very slight in favour of boys. The two other Boards differ from the Dhaka Board slightly in this respect. The appendix tables giving further details would again substantiate, generally, these findings regarding trends of improvement in the standards of achievement when the groups, such as Humanities, Science, Commerce, Home Economics, Agriculture and Industrial Arts are considered

separately. However, sex differences in the rate of improvement would vary depending upon the nature of a group.

It may be noted that at this level, girls from mostly higher socio-economic classes tend to enroll. Girls belonging to deprived groups rarely find chances for enrolment at the HSC and higher levels. This is why the sex differences are only slight in the case of the standard of achievement as reflected by the HSC examination results. The other contributory factor is that mostly the relatively more talented girls are allowed by the families to enroll at this and higher levels, even though families traditionally tend to give preferential treatment to boys in respect of higher education.

5.4 A Critical Examination of Statistics Related to Teachers

5.4.1 Teachers at the Secondary Education Level : In 1973, there were 60,500 teachers in about 6,000 schools with a total enrolment of about 1.7 million. The figures increased to 70,000 teachers, 8,327 schools, and 2.0 million students in 1980. This situation is analysed in Table 5.19.

TABLE 5.19

DATA ON TEACHERS OF SECONDARY SCHOOLS OF BANGLADESH IN 1973 AND IN 1980

Year	Number of teachers	Number of Schools	Enrolment	Number of teachers per school (average)	Number of students per teacher
1973	60,500	6,000	1,7 00,000	10.08	28.10
1980	70,000	8,327	2,0 00,000	8.41	28.57
Annual rate of increase (%)	2.24	5.54	2.52	(-)2.37	0.24

Source: The Second Five Year Plan (1980-85), p. XVI-3.

During the seven years under consideration the number of secondary school teachers increased at an annual average rate of 2.24 per cent which was much less than either the rate of increase in the number of secondary schools (5.54 per cent) or that of enrolment (2.52 per cent). The average number of teachers decreased from about 10.1 per school in 1973 to about 8.4 per school in 1980, the rate of decrease being 2.37 per cent. This last finding is indicative of deterioration in the capacity for rendering instructional services in secondary schools.

The teacher-student ratio decreased slightly during the period. In 1973 average enrolment per teacher was 28.1 but in 1980 it rose to 28.5, the annual rate of increase being 0.24 per cent. While 30 students per teacher at the

secondary level can provide ample scope to the teacher to give attention to each individual student, this macro-analysis does not indicate the variations attributed to a variety of schools and situations. In general urban schools, and particularly the ones run on commercial basis might show a much larger figure. Hence micro-level studies are needed to identify the actual magnitude of variations.

Data concerning sex distribution of secondary school teachers are presented in Table 5.20. The information is based upon a sample survey.

TABLE 5.20

SEX DISTRIBUTION OF A GROUP OF TEACHERS OF BOYS' AND GIRLS' SECONDARY SCHOOLS SURVEYED IN 1980

Type of School	Number of schools	Number of Teachers					
		All teachers			Trained teachers		
		Male	Female	Both sexes	Male	Female	Both sexes
Boys	709	7,975 (98)	143 (2)	8,118 (100)	1,677 (98)	37 (2)	1,714 (100)
Girls	92	628 (65)	343 (35)	971 (100)	167 (59)	118 (41)	285 (100)

Source: BANBEIS unpublished data.
Note: Figures in parentheses indicate percentage.

While 2 per cent of the total of 8,118 teachers of the boys' secondary schools surveyed in 1980 were found to be women, even in the girls' schools only 35 per cent of the total of 971 teachers were women. Hence it would not be quite

improper to infer that secondary school teaching in this country is still a male profession. The findings regarding trained teachers lead almost to the same inference. Of the 1,714 trained teachers of the boys' secondary schools 2 per cent were women. Again, 41 per cent of the total of 285 trained teachers of girls' secondary schools were women. This indicates that sex distribution of trained secondary school teachers is almost proportional to the sex distribution of the total number of teachers of either boys' or girls' schools.

The sample survey was further devoted to collecting information about sex distribution of secondary school teachers having at least the first degree (the Bachelor's) of the university and also those having degrees in scince subjects. The information is presented in Table 5.21.

TABLE 5.21

SEX DISTRIBUTION OF SECONDARY SCHOOL TEACHERS WITH DIFFERENT DEGREES IN 1980

Type of Schools	Number of Teachers having at least a Bachelor's degree			Number of Teachers Having Degree(s) in Science Subjects		
	Male	Female	Both sexes	Male	Female	Both sexes
Boys	6,067 (99)	55 (1)	6,122 (100)	1,445 (99)	13 (1)	1,458 (100)
Girls	469 (69)	212 (31)	681 (100)	147 (82)	32 (18)	179 (100)

Note: Figures in parentheses indicate percentage.
Source: BANBEIS unpublished data.

In boys' secondary schools merely one per cent of the total of 6,122 teachers having at least the first degree of the university were found to be women. Similarly, one per cent of the 1,458 teachers of boys' secondary schools having degrees in scinece subjects were women. The situation in girls' secondary schools was different. In the girls' schools 31 per cent of the 681 teachers having at least the first degree of the university were women, and 18 per cent of 179 teachers of girls' secondary schools having degrees in science subjects were women. Hence, it can be concluded that in either case better qualified teachers of secondary schools are mostly men.

5.4.2 Teachers at the Higher Secondary Level: Since a large majority of the teachers of this level belong to the intermediate colleges and since the teachers who teach at this level along with their teaching assignment at other levels in educational institutions like the degree colleges and special schools, cannot be isolated for the purpose, only the former has been considered in this section of the study. Table 5.22 presents the relevant information.

TABLE 5.22

SEX DISTRIBUTION OF TEACHERS OF INTERMEDIATE COLLEGES WITH THE DISTRIBUTION OF COLLEGES DURING 1975, 1976 and 1978

Year	Number of colleges			Number of teachers		
	Male	Female	Both sexes	Male	Female	Both sexes
1975	256 (94)	17 (6)	273 (100)	3,111 (98)	173 (2)	3,184 (100)
1976	256 (94)	17 (6)	273 (100)	2,981 (95)	173 (5)	3,154 (100)
1978	259 (94)	18 (7)	277 (100)	2,584 (92)	223 (8)	2,807 (100)

Source: Appendix Tables A5.29 & A5.30.

Note: Figures in parentheses indicate percentage.

The table shows that the number of women's intermediate colleges increased from 17 in 1975 accounting for about 6 per cent of the total number of such colleges to 18 in 1978 accounting for 7 per cent of the total. Similarly, the total number of woman teachers of intermediate colleges increased from 173 in 1975 accounting for only 2 per cent of the total number of teachers of these colleges to 223 in 1978 accounting for 8 per cent of the total number of teachers, which actually decreased from 3,184 in 1975 to 2,807 in 1978, the average annual rate of decrease being 3.95 per cent. Hence conclusion may be drawn to the effect that the increase in the percentage of woman teachers is accountable more by the decrease in the number of male teachers than by any phenomenal increase in the

number of teachers. This phenomenon might further be explained by the fact that woman teachers work mostly in urban areas while many of the male teachers of this level work in rural or semi-urban intermediate colleges which have been facing acute financial and other problems since the mid-seventies.

Data on the trends in the student-teacher ratio at this level have been presented in Table 5.23.

TABLE 5.23

TRENDS IN THE STUDENT-TEACHER RATIO AT THE INTERMEDIATE COLLEGES FOR THE YEARS 1975, 1976 and 1978

Year	Number of students	Number of Teachers	Student - Teacher Ratio
1975	57,815	3,184	18.16
1976	55,815	3,154	17.70
1978	49,609	2,807	17.67

Source: Tables 5.13 and 5.22.

The student-teacher ratio at the intermediate colleges decreased from 18.16 in 1975 to 17.67 in 1978 indicating a slightly higher rate of decrease in the number of students than in that of teachers. The student-teacher ratio of around 18 was perhaps low. These colleges are not actually very attractive to the bright students. They tend to prefer either the HSC classes in degree colleges or those in the special high schools because those institutions usually employ better

qualified teachers and pay them higher salary than the independent intermediate colleges.

5.5 Cost for Secondary and Higher Secondary Education

5.5.1 Secondary Education : The entire cost of operating the government secondary schools, their number being very small, is borne by the government from public funds. The employees of these institutions are government servants. The government bears the cost of operation on two accounts: recurring and development budget. Much of what is spent from the recurring budget goes for payment of staff salary and only the left-over amount is spent for meeting the cost of all other educational and extra-curricular activities. Special schools like the cadet colleges, the residential model schools and so on are provided with more generous funds to spend for curricular as well as extra-curricular activities. Money received by the government institutions from the development account is spent mostly for construction and civil works. Income generated through collection of mainly tuition fees (which is subsidized) and other charges and fees goes to government treasury.

The financial situation of the non-government institutions is quite different. The sources of their income are: (a) government recurring and non-recurring aids; (b) development funds provided by the government mostly for construction of buildings and other civil works; (c) tuition fees and other

charges collected from students; (d) donations and subscriptions, etc. Much of what is spent by these institutions goes for payment of staff salary and little is left for other educational purposes. However, the commercial type urban schools can afford to spend a little more for curricular and extra-curricular activities. Currently the government has been paying 65 per cent of salary of the staff of non-government schools. This benefit goes to the commercially operated urban schools too.

With this background in mind, we should like to analyze data on annual expenditure of the secondary schools as well as intermediate colleges. It may be stated here that the situation, as described here, applies precisely to higher secondary education. We shall, however, try to focus attention on women's education in dealing with these financial aspects. It should be noted here that the analysis would give only a rough idea about the financial aspects of secondary and higher secondary education in this country.

During the seven year period (1973-1980, First Five Year Plan and Two Year Plan period) a total of Tk.301 million was spent for secondary education and this was about 86 per cent of actual allocation and only 34 per cent of Plan allocation. This shows that per student annual expenditure on secondary education under the plans was about Taka 167 on the average. The SFYP proposes to increase this to an annual average of roughly Tk.869. Education of the deprived groups, including

women, has been emphasized in the plan and generous allocations have been made in order to achieve this. But the government has, in the meantime, decided to rationalize the plan allocations on the ground that it is over-ambitious and that the targets are not quite achieveable.

A sample survey provides some idea about what has been happening actually at the institutional level. The relevant data are presented in Table 5.24.

TABLE 5.24

DATA ON ANNUAL INCOME, EXPENDITURE AND PER STUDENT EXPENDITURE IN A SAMPLE OF SECONDARY SCHOOLS IN 1980 (1979-80 FINANCIAL YEAR) (IN THOUSAND TAKA)

Types of School	Total No. of schools	Income		Expenditure	Per school expenditure	Per student expenditure
		Total	School's own funds			
Male	709	156,350	33,858	61,564	87	0.285
Female	92	9,352	5,530	8,862	96	0.351
Total	801	165,702	39,388	70,425	88	0.291

Source: Special Sample Survey based on BANBEIS unpublished data.

In the year 1980, about 24 per cent of the total income of an average school was generated from its 'own funds'. While in a boys' school 22 per cent of its total income came from its 'own funds', in the case of a girls' school 59 per cent of total income was accounted for by 'own funds'. This clearly shows that the girls' secondary school is much

more self-reliant than the average boys' secondary school. The average secondary school could spend about 43 per cent of its total income in 1980. While the average boys' secondary school could spend 39 per cent of its total income, the girls' school utilized as much as 95 per cent of its total income. Inclusion of government development grant in the income creates this apparent illusion of affluence of secondary schools which are in fact impoverished. The phenomenon of income exceeding expenditure brings to light the fact that the boys' secondary schools generally fail to utilize the government development grants due to a varity of bottle-necks often created by negligence or indifference. This also shows that the average figure by itself cannot really represent the variations among types of schools. In fact, a micro-level analysis could have indicated the magnitude of discriminations among secondary and also higher secondary schools.

It may be seen that the average secondary school spent nearly Tk.88 thousand, the per capita expenditure being Tk.291 in the year 1980. The girls' schools could spend Tk.96 thousand each, the per capita expenditure being Tk.351, but the boys' schools could spend much less, only Tk.87 thousand each, the per capita expenditure being Tk.285 only. These amounts are very low when we consider the number of teachers and students in a school. It should, however, be

recalled that, while the girls' schools are exclusively meant for girls belonging mostly to the affluent urban communities, the boys' secondary schools (mostly located in rural areas) enroll girls belonging to the rural poor communities. Hence the poverty of the boys' secondary schools illustrates not only the deprivation of rural male population but also that of the rural female population. Unless one is cautious in reading the contents of Table 5.24 in the light of the last comments one may reach a false conclusion regarding this paradox.

5.5.2 /Cost of Higher Secondary Education: The inferences drawn in the last section generally apply to higher secondary education as well. However, we shall present an analysis of available data to study the financial situation of the intermediate colleges, which serve the needs for HSC level education. Table 5.25 presents the relevant information.

TABLE 5.25

DISTRICTWISE DISTRIBUTION OF INTERMEDIATE COLLEGES, THEIR ENROLMENT AND EXPENDITURE DURING THE PERIOD 1979 - 1980

District	Number of Colleges			Number of students			Total Expenditure	Per student expenditure
	Male	Female	Total	Male	Female	Total		
Chittagong	14	-	14	3,385	714	4,099	34,58,339	844
Chittagong Hill Tracts	1	-	1	98	21	119	3,94,988	3,319
Comilla	21	1	22	4,849	487	5,336	3,39,248	64
Sylhet	6	-	6	553	68	621	8,46,356	1,363
Noakhali	9	-	9	1,996	166	2,162	18,86,754	873
Dhaka	17	6	23	2,582	1,551	4,133	42,22,985	1,022
Faridpur	11	-	11	1,424	263	1,686	22,71,119	1,347
Mymensingh	11	-	11	1,588	193	1,781	15,50,829	871
Tangail	6	-	6	724	82	806	12,87,942	1,598
Jamalpur	4	-	4	323	40	363	5,30,719	1,462
Khulna	8	1	9	359	282	641	16,73,153	2,610
Kushtia	3	-	3	348	58	406	4,08,752	1,177
Patuakhali	2	-	2	489	51	540	3,71,421	688
Jessore	12	-	12	1,460	188	1,648	19,23,264	1,167
Barisal	7	-	7	1,266	222	1,488	14,35,654	965
Bogra	11	-	11	1,050	177	1,227	14,93,998	1,218
Rangpur	15	1	16	1,740	384	2,124	20,02,376	943
Rajshahi	29	-	29	2,978	365	3,343	44,10,990	1,319
Pabna	10	-	10	1,534	150	1,684	15,12,660	989
Dinajpur	7	-	7	735	86	821	9,86,126	1,201
Bangladesh	204	9	213	59,481	5,548	65,029	330,76,973	509

Source: BANBEIS unpublished data.

In 1979-80 financial year 213 intermediate colleges spent a total of Tk.33 million (nearly), the average expenditure per college being Tk.155 thousand and that per student being Tk.509 (approximately). Girls constituted nearly 9 per cent of the total enrolment of 65,029 in these colleges. The table also illustrated district-wise variation in the number of intermediate colleges, their enrolment and sex ratio in enrolment, the total expenditure for colleges in a district, and per student expenditure.

We shall consider per capita expenditures in respect of the two extreme cases: (1) Chittagong Hill Tracts district with only one intermediate college having only 119 students (including 21 women) and (b) Comilla district with 21 men's intermediate colleges and one women's intermediate college having a total enrolment of 5,336 (including 487 women). The per capita expenditure for the intermediate college in Chittagong Hill Tracts is Tk.3,319, while that in Comilla district is Tk.64. It may be seen that the male college in Chittagong Hill Tracts had 18 per cent women in its total enrolment. But women constituted only 9 per cent of the total enrolment in the intermediate colleges of Comilla district in spite of the fact that one of the intermediate college was exclusively for women. It may also be mentioned here that the more affluent section of the women population in Comilla district is served by the intermediate sections of some of

the degree colleges which have not been included in this study.

5.6 Educational Problems of Secondary Schools and Intermediate Colleges

The government has decided to introduce a system of unitrack curriculum for the SSC level with effect from 1983 in place of the existing diversified curriculum on the premise that it would produce better educated young people with superior social and practical skills to meet the challenging and emerging socio-economic and cultural needs of the country. The decision also seems to have modified the scheme for education given in the SFYP which puts much emphasis on vocationalization of secondary education and on widening the scope for education. The government has not as yet decided about the question of accepting or modifying the recommendations of the NCSC regarding higher secondary education.

The present study has illustrated the sex discrimination particularly at the secondary and higher secondary levels of education in this country. The study has further indicated that the enrolments at the secondary and higher secondary levels have been decreasing since the mid seventies; that the trend of decrease would surely affect female enrolment much more adversely than male enrolment at the levels. Correspondingly, there has been a trend of decrease

followed by a slight increase in the number of teachers including woman teachers at the levels.

While the existing educational policies tend to foster the idea of equal educational opportunities, the programmes and the practices do not tend to support those policies. The educational opportunities for the deprived groups, including of course women, remain very limited particularly at the secondary and higher secondary levels. The government schools, the special government schools and colleges, and the urban schools, tend to draw students from the upper socio-economic strata of the society and to derive a greater share of the public sector investment for education.

Even the current policies for identifying talents at the secondary and higher secondary levels are not immune from faults. In spite of unreliability of age records, wide age variations in secondary and higher secondary levels, and unreliability of the traditional examination system, we try to identify talents without making any genuine attempt to develop more scientific instruments for the purpose.

At the secondary and higher secondary levels, the traditional methods of supervision still continue in the inspection, which deals with fault-finding rather than fact-finding and rendering real assistance to the institutions for improvement of instruction and facilities for education.

Any attempt to introduce a system of selectivity for secondary and higher secondary education would certainly victimize the deprived rural groups and particularly rural women. Such a policy would consequently affect adversely the rural and semi-urban secondary schools and intermediate colleges. Their enrolment and income would be squeezed further, and as a result, many of them would face extinction.

The current employment situation also adversely affects secondary and higher secondary levels of education. Since their products are seriously aggravating the unemployment problem, the enrolments have a tendency to fall further. This could be reversed by a genuine and immediate effort to vocationalize secondary education.

CHAPTER VI

HIGHER EDUCATION : GENERAL, TECHNICAL AND PROFESSIONAL

6.1 Higher Education: Degree Level and Above

Higher Education, as discussed in this chapter, includes, among others, the following levels and types of education :

(i) General

(ii) Technical and Professional and

(iii) Some Diploma/Certificate courses after graduation.

Higher Education stage starts after passing the HSC Examination at the end of twelve years of schooling.

6.1.1 Higher Education : General

Courses in Arts, Science, Commerce, etc. are offered in the four general universities namely Dhaka, Rajshahi, Chittagong and Jahangirnagar Universities, and 102 government and 232 non-government degree colleges. Two types of courses are offered i.e., Honours and Pass Courses. Honours courses are of three years duration and are generally offered in the four general universities and also in 25 selected government degree colleges termed as University Colleges. The universities conduct final examinations and award degrees. Honours Bachelor's degree holders are eligible for admission in the final year of two-year Master's degree course at the end of which they are eligible to sit for the Master's degree examination. On the other hand, Pass Bachelor Degree courses

are of two years' duration and are offered in general degree colleges. Universities do not offer pass degree courses perhaps with the exception of just one course in only one university. Three of the four general universities, excepting Jahangirnagar university, are the affiliating authorities of degree colleges of the respective divisions and the successful students get Bachelor's and Master's degrees from the respective universities. The Pass Bachelor's degree holders may get themselves admitted in the first Master's degree course and after two years they are eligible to sit for the final Master's degree examination. Twelve out of the 25 government degree colleges offering Honours courses also offer Master's degree courses. The general universities also offer M.Phil and Ph.D courses.

6.1.2 Different Institutes under Dhaka University

Apart from the faculties and departments Dhaka University has six institutes as its integral part. Table 6.1 gives a description of the programmes of these institutes.

TABLE 6.1

PROGRAMMES OF DHAKA UNIVERSITY INSTITUTES

Name of the Institute	Course offered	Duration of the course	Degree/ Diploma	Entry requirements
1. Institute of Education and Research (IER)	a. Diploma-in Education	a. 10 months	a. Diploma	a. Bachelor's degree with two 2nd divisions
	b. M.Ed.	b. 10 months	b. Master's	b. B.Ed. or Dip-in-Edn.
	c. Ph.D.	c. 2 years	c. Ph.D.	c. M.Ed. or equivalent
2. Institute of Business Administration (IBA)	MBA (Day)	2 years	Master's	Bachelor's degree or its equivalent in any field including Engineering, Agriculture and Medicine from any recognised University
	MBA (Night)	3 years	Master's	
	Short Course			
	Financial Management	12 weeks	Certificate	
	Marketing Management	4 weeks	Certificate	
	Computer Programming	4 weeks	Certificate	
	Management course for lady executives	6 weeks	Certificate	

Cont.....

Table 6.1 (cont..)

1	2	3	4	5
3. Institute of Modern Languages (IML)	Arabic Bengali Chinese English French German Japanese Persian	Every course is of one year duration	a. Junior Certificate b. Senior Certificate c. Diploma d. Higher Diploma	HSC 2nd division for all languages except English. English course only for Dhaka University Students.
4. Institute of Social Welfare & Research (ISWR)	a. B.S.S. (Hons.) b. M.S.S. c. Advanced course for Research	a. 3 years b. 1 year c. 1 month	a. Hons.Bachelor's degree b. Master's c. Certificate	As per university admission rules
5. Institute of Nutrition & Food Sciences (INFS)	a. Diploma in Applied Nutrition and Dietetics	a. 1 year	a. Diploma	a. B.Sc. Hons., M.Sc. in Biological Science, Nursing Graduate, M.B.B.S., Dentist.
	b. Certificate course in Applied Nutrition	b. 3 months	b. Certificate	b. In-service Govt. officials
	c. Short courses on Nutrition and Food Science	No fixed period	c. Certificate	c. In-service Govt. employees and others from different organizations.

Contd.....

Table 6.1 (contd..)

1	2	3	4	5
6. Institute of Statistical Research and Training (ISRT)	a. Master of Demography	a. 2 years	a. Master's	a. 2nd class Hons.
	b. Master of Statistics	b. 1 year	b. Master's	b. Diploma
	c. Diploma in Statistics	c. 1 year	c. Diploma	c. Bachelor's degree with Statistics
	d. Senior Certificate in Statistics	d. 1 year	d. Certificate	d. Bachelor's degree with Maths./ Certificate in Statistics
	e. Certificate in Statistics	e. 1 year	c. Certificate	e. HSC with Mathematics.
	f. Certificate in Ancillary Statistics	f. 1 year	f. Certificate	f. Mainly for University Students.

6.1.3 Higher Education : Technical and Professional

(i) Universities

(a) Bangladesh University of Engineering and Technology (BUET) : The purpose of BUET is to provide facilities for higher education and research in Engineering in nine branches namely, Civil, Mechanical, Electrical, Chemical, Metellurgical Water Resources Engineering, Naval Architecture and Marine Engineering, Urban and Regional Planning, and Architecture. This university offers B.Sc. Engineering courses of four years' duration excepting in Architecture which is of five years' duration. It also offers a one year M.Sc. course and Ph.D. programme.

(b) Agricultural University : This University provides facilities for higher education and research in six branches of agriculture and allied fields, namely, Agriculture, Animal Husbandry, Veterinary Sciences, Agricultural Engineering and Technology, Agricultural Economics and Rural Sociology and Fisheries. In each faculty the duration of courses is of four years. It also offers M.Sc. and Ph.D. course.

(ii) Technical and Professional Colleges and Institutes

(a) Engineering Colleges: There are three engineering colleges in the country, one each in Rajshahi, Chittagong and Khulna. The duration of the course is four years. The

successful candidates at the examination held by the affiliating university at the end of four years obtain B.Sc. Engineering degree.

(b) Agricultural Institute: This Institute is located at Sher-E-Bangla Nagar, Dhaka and is affiliated to the University of Dhaka. The Institute offers a four-year degree course in Agriculture.

(c) Medical Colleges: There are eight medical colleges in the country, two in Dhaka and one each in Chittagong, Rangpur, Rajshahi, Barisal, Mymensingh, and Sylhet. The duration of the course is of five years. Besides, there is one Dental College and one Institute of Post Graduate Medicine and Research (IPGMR) both located in Dhaka. The medical colleges offer courses leading to M.B.B.S. degree in different branches of Medical Science.

IPGMR used to offer M.B.B.S. course upto 1981 after which it has been stopped. It also offers Post Graduate degree like F.C.P.S.

(iii) Other colleges and institutes are described in Table 6.2.

TABLE 6.2

OTHER COLLEGES AND INSTITUTES

Name of the Institute	No. of Institute & status	Courses offered	Duration of the course	Entry requirement	Ministry/ organization
1	2	3	4	5	6
1. National Institute of Preventive & Social Medicine (NIPSOM)	One Govt.	a. Diploma in public Health (DPM)	a. 1 year	M.B.B.S.	Ministry of Health and Population Control
		b. Diploma in Community Medicine (DCM)	b. 1 year	M.B.B.S.	
		c. Master of Public Health (MPH)	c. 1 year	M.B.B.S. M.A.M.S.S.	
		d. Diploma in Industrial Health (DIH)	e. 1 year	M.B.B.S. M.Ed., Bachelor degree in Nursing	
		e. Diploma in Maternal Child Health and Family Planning (DMCHFP)	1000 hours	M.B.B.S.	

Contd...

Table 6.2 contd...

1	2	3	4	5	6
2. College of Music	One Autonomous	a. Intermediate in Music (I. Music)	a. 2 years	SSC with Music	BISE/Dhaka Board & University
		b. Degree in Music (B. Music)	b. 2 years	I. Music	Dhaka University
3. Institute of Public Health Nutrition Dietetics and Food Science	One Govt.	Certificate in Public Health and Nutrition for Medical personnel	3 months	a. Lecturer of Medical colleges/ Asstt.Profs. of community medicine b. Teacher/ Clinicians of medical colleges/ institutes c. Health executives in charge of Mother Child Health Care Centres.	Ministry of Health and Population Control

Contd.....

Table 6.2 contd....

1	2	3	4	5	6
4. Institute of Chartered Accountants of Bangladesh (ICAB)	One Govt.	No specified training programme	a. $3\frac{1}{2}$ years b. 3 years	a. 2nd class Bachelors degree with one first division/or two 2nd divisions in SSC & HSC b. 2nd class Hons. degree c. 2nd class Master's degree	Ministry of Commerce
5. Bangladesh Institute of Bank Management (BIBM)	One Govt.	Short courses (around 40 each year) on banking.	Varies from 1 to 4 weeks	Mid-level and senior level officers of the nationalised Banking sector	Bangladesh Bank, Nationalised Commercial Banks, Bangladesh Krishi Bank, Bangladesh Shilpa Bank, Bangladesh Shilpa Rin Sangstha
6. College of Textile Technology (previously Jute Textile Institute)	One Govt.	B.Sc. in Textile Technology	4 years	I.Sc. 2nd division with Physics, Chemistry & Mathematics.	Ministry of Education

Contd.....

Table 6.2 contd.....

1	2	3	4	5	6
7. Bangladesh Sericulture Research & Training Institute; Rajshahi	One Govt.	a. Post Graduate Diploma b. Certificate c. Artisan course	a. 2 years b. 2 years c. 1 year	B.Sc.	Sericulture Board
8. Dhaka Engineering College (previously Technical Teachers' Training College)	One Govt.	a. B.Sc. in civil/ Electrical/ Mechanical Engineering b. Diploma in Technical Education c. B.Sc. in Technical Education d. One year specialised Teacher Training in Commercial Education	a. special course 14 weeks b. 1 year c. 2 years d. 1 year	a. Diploma in Engineering (50% marks in science subjects) b. Teacher of Polytechnic Institute c. Diploma in Technical Education d. Teachers of Commercial Institutes (minimum graduate).	Ministry of Education
9. Bangladesh Institute of Leather Technology	One Govt.	a. B.Sc. Tech. in Leather b. Diploma in Leather Technology c. Artisan in Boot tanning & leather goods.	a. 2 years b. 2 years	a. Dip-in-Tech. b. HSC with Physics, Chemistry, & Maths.	Ministry of Education

Contd.....

Table 6.2 contd...

1	2	3	4	5	6
10. College of Home Economics	One Govt.	a. I.Sc. in Home Economics b. B.Sc. in Home Economics (Pass) c. B.Sc. (Hons.) in Home Economics d. M.Sc. in Home Economics	a. 2 years b. 2 years c. 3 years d. One and 2 years for Hons. and pass graduates	a. S.S.C. b. I.Sc. with Home Economics c. I.Sc. with Home Econ. by selection d. B.Sc. in Home Economics & Hons. in Home Economics	Ministry of Education
11. Dhaka Dental College and Hospital	One Govt.	Bachelor of Dental Surgery	4 years	H.S.C. passed 60% marks in combined total of SSC & HSC	Directorate of Health Service
12. The Federal Homeopathic Medical College	One Non-Govt.	a. DHMS b. BHMS	a. 4 years b. 5 years	a. SSC b. HSC (Science)	Bangladesh Homeopathic Board
13. Law College	22 Non-Govt.	L.L.B.	2 years	Graduate	Different Universities

6.2 Bangladesh Government Plan Objectives and Strategies

6.2.1 The First Five Year Plan (1973-78) of Bangladesh wished, among others, that women would not necessarily confine themselves within home management subjects; they would be welcome in Science, Commerce, Vocational and Technical subjects. Their active participation in these fields was considered to definitely add to the economy of the country.

6.2.2 The Two Year Plan (1978-80) wished to consolidate existing facilities of the universities for more productive use. The Plan strategy for development of higher education at the university level was of consolidation rather than expansion. Emphasis was to be given on qualitative improvement and expansion for research facilities. Development work of 8 Institutes and the special projects on sports and games facilities of the different universities were to be completed on a priority basis.

Regarding college education, the Two Year Plan sought to develop the existing government and non-government colleges particularly in respect of laboratory facilities, books and equipment. Fund was ear-marked for completion of on-going projects, development and nationalization of selected colleges and conversion of a few colleges into university colleges. All the women's colleges at the district

headquarters were contemplated to be developed with science bias. It was expected that by 1980 the development of 179 non-government colleges would be completed and conversion of existing Residential Model Schools into Cadet Colleges would be taken up in phases. The programmes also included development of degree colleges of outlying sub-divisions and two other colleges. Science teaching facilities of some selected non-government colleges was to be strengthened.

6.2.3 Educational Scene on the eve of Launching the Second Five Year Plan (1980-85)

(a) University Education : At the university level, the strategy was consolidation of existing facilities and qualitative improvement of higher education. Out of 25 schemes, 7 schemes relating to 5 universities, Institute of Bangladesh Studies and Computer Centre at BUET were completed. Science equipment and sports goods were provided to all universities under different schemes. The enrolment in the universities increased from 23,726 in 1973 to 30,000 in 1980. The preceding Plan envisaged to raise the ratio of students between Arts and Science from 100:47 in 1973 to 100:59 in 1980, but the ratio actually fell to 100:39. Enrolment at the Engineering and Agricultural Universities did not increase.

(b) College Education : The number of colleges increased from 500 in 1973 to 611 in 1980. Enrolment during the period increased from 328 thousand to 403 thousand. Enrolment of girls at the college level increased from 27 thousand (8.5 percent) in 1973 to 53 thousand (10 per cent) in 1980. Out of 191 non-government colleges, including 17 for girls taken up for development, work of 174 colleges was completed. Five Girls' colleges out of 17 were taken up under Government management. Out of 35 Government colleges taken up for development, work of 6 was completed. Initial work of development of 4 university colleges was in progress.

An appraisal of progress reveals a wide gap between the plan targets and actual performances. This was due to marked departure from the programmes envisaged in the Plan. Development followed the pattern of marginal expansion in the traditional lines. The pressure group, having access to the authority, received considerably larger share of allocation than was actually due. As a result, the fruits of development did not reach the doors of those who actually needed it most. Educational development could not bring about equality of educational opportunity as was envisaged.

Achievement of enrolment in various types and levels of education are summarised in the following table :

TABLE 6.3

ACHIEVEMENT OF ENROLMENT DURING THE PERIOD 1973 - 1980

Level	Position in 1973	Achievement upto 1978	Achievement upto 1980
1. College Education	3,28,000	3,81,000	3,86,000
2. Teacher Education	10,000	11,500	11,700
3. University Education (No.)	23,726	29,228	3[illegible],000
a. General	19,287	24,930	25,680
i. Science	6,277	7,104	7,294
ii. Arts and others	13,010	17,826	18,386
B. Professional	4,439	4,298	4,320
i. Engineering	1,944	1,890	1,900
ii. Agriculture	2,495	2,408	2,420
4. Technical Education			
a. Engineering	1,220	1,694	2,110
b. Technician	10,900	12,420	12,420

Source: Second Five Year Plan, p.XVI-5

6.2.4 Objectives of the Second Five Year Plan (1980-85)

The objectives of the SFYP for higher education have been as follows:

i) Introducing of selectivity in higher education;

ii) Narrowing the rural-urban gap of educational facilities by providing more financial support to rural institutions and individual rural talents;

iii) Accelerate expansion of facilities for women's education to reduce the educational gap between the sexes;

iv) Pronounced bias in favour of science and technology at all levels of education and introduction of professional courses at higher level;

v) Removal of the existing imbalance in various levels of education;

vi) Decentralization and re-organization of educational administration; and

vii) Provision of adequate funds for completion of on-going projects.

To achieve these objectives, the following strategies are envisaged :

i) For introducing selectivity in higher education, Government subsidy to higher educational institutions will be rationalised;

ii) Facilities will be provided to achieve the ratio of 1:5:25 among the engineering graduates, technicians and skilled workers;

iii) Provisions of scholarships on local, regional and national basis will be made;

iv) In addition to existing facilities exclusively for women, enrolment of girls will be encouraged in all educational institutions;

v) Existing institutions will be consolidated and their internal efficiency will be improved to

achieve maximum utilisation of built-in facilities; and

vi) Government grants will be made conditional to internal efficiency and qualitative improvement.

6.2.5 Financing of the Plan : Public sector allocation for education and training (including Tk.1.10 billion for culture) was estimated at Tk.10.15 billion of which Tk.4.24 billion will have to be set aside for UPE (3.78 billion) and Mass Education (Tk.46 million). The remaining amount of Tk.4.81 billion will be available for the remaining programmes on education. Programmewise distribution of allocation for both public and private sectors is shown in Table 6.4.

TABLE 6.4

FINANCIAL ALLOCATION AND BREAKDOWN OF COSTS BY SUB-SECTORS

Sub-Sector	Total Allo-cation	% of Allo-cation	Public Sector	Private Subsis-tence Invest-ment	% of private sector invest-ment as against allocation
1. College Education	540	5.31	440	100	18.52
a. On-going Programmes	172	...	...	...	...
b. New programmes	368	...	...	...	...
2. Technical Education	750	7.37	750	...	...
a. On-going programmes including Equipment Development Bureau	430	...	...	...	...
b. New programmes	320	...	...	...	...
3. University Education	600	5.90	600	...	...
a. On-going programmes	100	...	...	...	...
b. New programmes	500	...	...	...	...
4. Scholarships	465	4.57	465	...	...
a. Scholarship for meritorius students	50	...	...	...	...
b. General Scholarships & Stipends	410	...	...	...	...
5. Women's Education		Allocation is shown in different Sub-sectors.			
6. Educational Planning and Administration	30	0.30	30	...	...
7. Educational statistics, Evaluation and Research	20	0.20	20	...	...

Source: Second Five Year Plan, 1980-85.

6.2.6 Programmes of the SFYP

The programmes which will be implemented during the SFYP are discussed below :

(a) Degree Colleges

There are 348 degree colleges in the country of which 59 are managed by the Government. Honours and post-graduate courses in selected subjects are offered in 26 degree colleges. Enrolment in the degree level was estimated to be 119 thousand in 1980 of which 57 thousand (48%) was in Humanities; 40 thousand (33%) in Science and 22 thousand (18%) in Commerce. The enrolment is expected to increase to 144 thousand in 1985 of which 49% will be in Humanities, 35% in Science and 20% in Commerce. With a view to introducing selectivity in higher education:

i) Establishment of new degree colleges will be discouraged;

ii) Liberal education should be discouraged at the degree level since there is a considerable back log of 180 thousand unemployed pass graduates in the country; and

iii) Quality instead of quantity should be the criterion for providing government subsidies and grants-in-aid to non-government degree colleges.

Objectives: The objectives for college education will be to :

i) Turn out graduates in relation to manpower requirements and employment opportunities;

ii) Rationalize enrolment among various disciplines;

iii) Introduce selectivity in admission;

iv) Consolidate existing facilities for their optimum utilization.

Programmes : The following programmes are visualised to achieve the objectives:

i) The on-going projects will be completed on priority basis;

ii) One women's college at each district headquarter having no government women's college will be further developed;

iii) Nationalized colleges at subdivisional headquarters will be developed;

iv) Science courses will be introduced in the College of Home Economics at Dhaka;

v) A new government degree college will be developed to provide science teaching facilities and to enable them to impart quality education; and

vi) Evening and correspondence courses will be encouraged.

(b) University Education

Objectives : The main objectives of the university education during the SFYP will be :

i) Consolidation of existing facilities;

ii) Rationalization of enrolment among Science, Engineering and Technology, Liberal Arts and Social Sciences and Professional Education on the basis of felt needs of the economy; and

iii) Introduction of selectivity in admission.

Programmes : The following programmes are envisaged:

i) In order to make the existing 6 universities functional, the existing schemes of these universities will be completed;

ii) Enrolment in 4 general universities will be stabilized to the present level and allowed a small increase of students to the extent of facilities already created;

iii) Four colleges will be upgraded to university colleges with expanded facilities. These will help raise the enrolment capacity by 4,5000 students.

iv) The Islamic University for which the foundation has already been laid will be made functional with an enrolment capacity of 2,000 students. The overall increase of enrolment in universities will be

to the extent of 10,570 (from 30,000 to 40,570). Enrolment in Science will increase from 28 per cent to 32 per cent;

v) With similar qualification, preference for admission will be given to woman students particularly in Science. Female enrolment will increase by 4,200 (from 5,800 to 10,000);

vi) The University Grants Commission will be strengthened and provision for construction of its own office building will be made; and

vii) Faculty of Agriculture will be opened at the general universities.

(c) Women's Education

Steps have been recommended in the SFYP to provide increased educational facilities for women. In spite of all efforts in the past to improve the lot of women there exist imbalances in (i) enrolment, (ii) drop-out rate, and (iii) urban-rural gap between the sexes which need to be narrowed down.

Priority will be given to cater to the needs of rural women and the task will be phased over a period of 10 years. The SFYP wishes to reserve places for woman students in various faculties of the universities and offer special subsidy to talented woman students from rural areas in addition to

normal scholarships. This special provision is considered necessary to enable woman students from comparatively poorer families to meet the additional cost of living in the city. Preference is promised to women in respect of filling up vacancies both in the administration and academic sides to bring the ratio to a reasonable level. Hopefully, Architecture, Engineering and Agricultural Economics, Medicine, Nutrition, Computer Services, etc., may be more in demand among woman students. Woman students have better claims in these branches and accordingly they deserve priority. In the Education Directorates and in the Ministry of Education representation of women is low and efforts will be made to increase their representation.

To encourage and boost up women's education, one girls' college at each district headquarter will be developed and hostel facilities for girls will be increased in colleges and universities.

The physical Education college at Rajshahi will be completed. A physical education college will be established at Savar (under the scheme for Bangladesh Institute of Sports) and the present physical education college at Dhaka will be converted into a women's physical education college.

6.3 Higher Education : General

6.3.1 University Education : Honours and Masters Degree Level

There are four general universities in the country, situated at Dhaka, Rajshahi, Chittagong, and Jahangirnagar. Of these, Jahangirnagar University is non-affiliating and the other three are both teaching and affiliating universities. The enrolment figures of these universities are given in Appendix table A6.1 for the years 1977-78 to 1980-81.

From Appendix table A6.1 it is found that participation of female students in the four general universities taken together shows a great difference between male and female enrolments. The table shows that in 1977-78 there were 19.98 per cent female students as against 80.02 per cent male students. In 1978-79 female enrolment increased to 21.20 per cent. Again, in 1979-80 and 1980-81 the percentage of female students were 21.49 and 21.75 respectively. It is found that the difference between the participation rates of male and female students during the four years under review increased, although at a very slow rate.

If the universitywise female enrolment is considered, it is found that the percentage of female students in Dhaka University is the highest and that of the Jahangirnagar university is the lowest. In the Dhaka university, percentages

of female students were 25.02, 26.26, 27.19 and 27.59 in 1977-78, 1978-79, 1979-80 and 1980-81 respectively. Total growth in female enrolment has been 2.57 per cent over four years. Female enrolment in Dhaka university has been showing an increasing tendency but the rate of growth is rather slow.

In Rajshahi university there were only 15.33 per cent female students in 1977-78. In 1978- 79, 1979-80 and 1980-81, the percentage were 15.32, 16.43 and 16.80 resepctively. When the difference between the growth rates of male and female students in Rajshahi university is compared it is revealed that the difference was 1.47 per cent over the four years under review . However, the growth rates of female students in each year has been rather unsatisfactory.

In Chittagong university the percentage of female students was 15.54 in 1977-78. In 1978-79 it increased to 18.23 but in 1979-80 it decreased to 17.46, and in 1980-81 dropped to 16.47. In absolute terms the number of female students of Chittagong university increased from 480 in 1977-78 to 868 in 1980-81, that is an increase of 388 female students registered over a period of four years.

In Jahangirnagar university, enrolment of female students was 9.70 per cent in 1977-78. In 1978-79, 1979-80 and 1980-81, the percentage of female students were 11.37, 14.21, and 15.74 respectively. It is thus found that in this

university the growth of female students is somewhat better than in the other general universities.

6.3.2 Number of Female Students (Universitywise)

If the total enrolment of all female students of the four general universities in the country is considered as a whole it is found that during the session 1977-78, 63.02 per cent of all the female students were in Dhaka university, 24.82 per cent in Rajshahi university, 10.02 per cent in Chittagong university and only 2.15 per cent in Jahangirnagar university. Table 6.5 gives a detailed distribution of female students in the general universities from 1977-78 to 1980-81.

TABLE 6.5

NUMBER OF TOTAL FEMALE STUDENTS AND ITS UNIVERSITYWISE BREAKDOWN

General University	Female Students			
	1977-78	1978-79	1979-80	1980-81
Dhaka	3,021 (63.02)	3,406 (63.43)	3,310 (58.85)	4,021 (59.43)
Rajshahi	1,190 (24.82)	1,189 (22.49)	1,377 (24.48)	1,679 (24.82)
Chittagong	480 (10.01)	567 (10.73)	777 (13.82)	868 (12.83)
Jahangirnagar	103 (2.15)	124 (2.35)	160 (2.84)	198 (2.93)
Total	4,794 (100.00)	5,286 (100.00)	5,624 (100.00)	6,766 (100.00)

Source: Appendix Table A6.1.

Note: Figures in parentheses indicate percentage.

It appears from Table 6.5 that Dhaka university had the largest share of female students and Jahangirnagar university had the smallest share. It is also revealed that the growth of female enrolment showed a consistently increasing trend only in Jahangirnagar university. In each of the other three universities female enrolment indicated rise and fall inconsistently. However, absolute figures of 1980-81 over those of 1977-78 in all general universities indicate a rise in female enrolment.

Table 6.6 reveals that the growth rate of female students in all the four general universities in the country increased by 41 per cent over four years whereas the growth rate of male students was only 27 per cent. The rate of increase was the highest in 1980-81. It may be noted that although the growth rate of female students happens to be better than that of male students in all four general universities, the growth rates for women at Chittagong (81 per cent) and Jahangirnagar (92 per cent) universities are much higher than those at Dhaka (33 per cent) and Rajshahi (41 per cent) universities.

TABLE 6.6

SEXWISE GROWTH RATE OF STUDENTS ENROLMENT IN FOUR GENERAL UNIVERSITIES FOR THE YEARS 1977-78 to 1980-81

Year	Sex	Name of Universities				
		Dhaka	Rajshahi	Chittagong	Jahangirnagar	Total
1977-78	Male	100	100	100	100	100
	Female	100	100	100	100	100
	Both	100	100	100	100	100
1978-79	Male	106	100	98	101	102
	Female	113	100	118	120	110
	Both	107	100	101	103	104
1979-80	Male	98	107	141	101	107
	Female	110	116	162	155	117
	Both	101	108	144	106	109
1980-81	Male	117	127	169	111	127
	Female	113	141	181	192	141
	Both	121	129	171	118	130

Source: Appendix Table A6.1

6.3.3 Sexwise Growth Rate of Students' Enrolment in General Universities

Table 6.6 shows that during four years from 1977-78 to 1980-81 female enrolment showed a pronounced increase than male enrolment. The growth in female enrolment in the universities, taken as a whole with 1977-78 as the base year, represents a growth rate of 10 per cent in 1978-79, 17 per cent in 1979-80 and 41 per cent in 1980-81. Growth rate of male students was 2 per cent, 7 per cent and 27 per cent respectively during the same period.

The Universities, considered individually, show a variation in terms of annual growth rate of female enrolment. Appendix table A6.1 reveals that when considered from 1977-78 to 1980-81, newer universities show a sharper annual growth rate of female enrolment than the older ones. Jahangirnagar university, which is the latest university, recorded the largest annual growth rate of 92 per cent compared to 81 per cent at Chittagong, 41 per cent at Rajshahi and 33 per cent at Dhaka University.

6.3.4 Facultywise Distribution of Female Enrolment in the Four General Universities

It is revealed from Table 6.7 that in 1980-81, the situation of woman students in different faculties was as

follows: Arts 40.67 per cent; Science 27.12 per cent; Social Sciences 21.71 per cent; Commerce 3.40 per cent; law 2.10 per cent and Institutes 5 per cent. In comparison with 1977-78 as the base year, it is evident that female participation in Arts faculty was almost static for four years. In faculties of Social Sciences and Science, percentages of woman students decreased from 27.01 per cent to 21.71 per cent and from 28.07 per cent to 27.12 per cent respectively. In Commerce and law faculties however female enrolments increased from 2.08 per cent to 3.40 per cent and from 1.37 per cent to 2.10 per cent respectively. In the Institutes woman students increased from 1.02 per cent to 5 per cent during the four years period under review.

It is interesting to note that in 1980-81 although concentration of female students is higher in Arts faculty, man-woman ratio seems to be better represented in the Social Sciences faculty which is 29.40 per cent and closely followed by Arts faculty which is 28.06 per cent of total enrolment in that faculty. The trend appears to be similar for 1977-78, 1978-79, and 1979-80.

TABLE 6.7

SEXWISE ENROLMENT SITUATION IN DIFFERENT FECULTIES AS A WHOLE IN THE FOUR GENERAL UNIVERSITIES OF BANGLADESH FOR THE YEARS 1977-78 TO 1980-81

Sex	Arts	Science	Social Sciences	Commerce	Law	Institutes	Total
1	2	3	4	5	6	7	8
1977-78							
Male	5,467 (73.92) 28.48	5,498 (80.33) 28.64	3,371 (72.25) 17.56	3,110 (96.88) 16.20	744 (91.85) 2.87	1,004 (94.44) 5.23	19,194 (80.00) 100.00
Female	1,928 (26.08) 40.21	1,346 (19.67) 28.07	1,295 (27.75) 27.01	100 (3.12) 2.08	66 (8.15) 1.37	49 (5.56) 1.02	4,794 (20.00) 100.00
Both sexes	7,395 (100.00) 30.82	6,844 (100.00) 28.53	4,666 (100.00) 19.45	3,210 (100.00) 13.38	810 (100.00) 3.37	1,063 (100.00) 4.43	23,988 (100.00) 100.00
1978-79							
Male	5,774 (72.84) 29.39	5,594 (78.74) 28.47	3,112 (70.60) 15.84	3,270 (95.95) 16.54	850 (91.70) 4.32	1,044 (90.23) 5.31	19,644 (78.80) 100.00
Female	2,152 (27.16)	1,510 (21.26)	1,296 (29.40)	138 (4.05)	77 (8.30)	113 (9.77)	5,286 (21.20)
Both sexes	7,926 (100.00) 31.79	7,104 (100.00) 28.49	4,408 (100.00) 17.68	3,408 (100.00) 13.67	927 (100.00) 3.71	1,157 (100.00) 4.64	24,930 (100.00) 100.00

Contd.....

Table 6.7 contd...

1	2	3	4	5	6	7	8
			1979-80				
Male	6,075 (72.92) 29.57	6,158 (80.37) 29.97	3,159 (70.20) 15.37	3,544 (95.73) 17.25	652 (88.94) 3.71	953 (76.92) 4.63	20,541 (78.50) 100.00
Female	2,255 (27.07) 40.09	1,504 (19.63) 26.74	1,341 (29.80) 23.84	158 (4.27) 2.80	81 (11.06) 1.44	286 (23.08) 5.08	5,624 (21.50) 100.00
Both sexes	8,330 (100.00) 31.83	7,662 (100.00) 29.28	4,500 (100.00) 17.19	3,702 (100.00) 14.14	733 (100.00) 2.80	1,239 (100.00) 4.73	26,165 (100.00) 100.00
			1980-81				
Male	7,054 (71.93) 28.99	7,378 (80.08) 30.32	3,572 (70.85) 14.68	4,003 (94.53) 16.45	1,140 (88.92) 4.68	1,188 (77.85) 4.88	24,335 (78.24) 100.00
Female	2,752 (28.06) 40.67	1,835 (19.91) 27.12	1,469 (29.15) 21.71	230 (5.43) 3.40	142 (11.07) 2.10	338 (22.14) 5.00	6,766 (21.75) 100.00
Both sexes	9,806 (100.00) 31.53	9,213 (100.00) 29.62	5,041 (100.00) 16.21	4,233 (100.00) 13.61	1,282 (100.00) 4.12	1,526 (100.00) 4.91	31,101 (100.00) 100.00

Source: Appendix table A6.2.

Note: Figures in decimal but within parentheses indicate column percentage and those in decimal but without parentheses indicate row percentage.

TABLE 6.8

SEXWISE GROWTH RATE IN DIFFERENT FACULTIES IN THE GENERAL UNIVERSITIES FOR THE YEARS 1977-78 to 1980-81

Year	Sex	Arts	Science	Social Science	Commerce	Law	Institutes
1977-1978	Male	100	100	100	100	100	100
	Female	100	100	100	100	100	100
	Both sex	100	100	100	100	100	100
1978-1979	Male	106	102	92	105	114	104
	Female	112	112	100	138	117	231
	Both sex	107	104	94	106	114	109
1979-1980	Male	111	112	94	114	88	95
	Female	117	112	104	158	123	584
	Both sex	113	112	96	115	91	117
1980-1981	Male	129	134	106	129	153	118
	Female	143	136	113	230	215	690
	Both Sex	133	135	108	132	158	144

Source: Appendix Table A6.2.

6.3.5 Sexwise Growth Rate of Woman Students in Different Faculties of Four General Universities over Four Years from 1977-78 to 1980-81

Table 6.8 reveals that during the years from 1977-78 to 1980-81, there was substantial increase in female enrolment compared to male enrolment in the general universities. The faculty of Commerce recorded the largest growth rate of 130 per cent for women as against only 29 per cent for male students. The growth rate for women in the faculties of Arts, Science, Social Sciences, and Law were 43 per cent, 36 per cent, 13 per cent, and 115 per cent respectively. In the case of male students the growth rate was much less excepting in the faculty of Law. This six Institutes of Dhaka University recorded the largest growth rate of 590 per cent woman against only 18 per cent for men. The number of enrolled women students in the Institutes was 49 in 1977-78 whereas in 1980-81 the number rose to 338.

6.3.6 College Education: Degree and Higher Level

In 1981-82 there were 334 degree colleges in the country: 102 government colleges and 232 non-government colleges. A total of 38 colleges were exclusively for women : 21 government and 17 non-government. All the degree colleges have Intermediate Sections (classes XI-XII) attached to them and the number of students in classes XI and XII are almost three

times more than that in the degree level. It may also be noted that teachers of colleges are not specifically meant for teaching in the Intermediate and/or degree level. Only 14 government colleges offer Honours courses and 12 offer both Honours and Master's courses and the later ones are called University Colleges. Besides, there is one college of Home Economics exclusively for women offering both Honours and Master's courses in Home Economics. There is an Intermediate sections attached to it. The number of students in this college is over 1200, and all the 34 teachers of the college are women.

6.3.7 Enrolment of Woman Students in Degree Colleges

The picture for general degree level education of women is reflected in Table 6.9. In 1978-79 the total number of women in the degree classes was 13,603 of which 5,484 were in 35 government colleges and 8,119 in 280 non-government colleges. The percentage of female enrolment was 17.57. Of the total female students in the degree level 40.29 per cent were in government colleges and 59.71 per cent are in non-government colleges. It is observed that the number of general non-government colleges decreased from 251 (male/co-education) in 1978-79 to 215 in 1981-82. Exclusive women's degree colleges decreased from 29 in 1978 to 17 in 1981-82. On the other hand, government degree colleges for men increased from 26 in 1978-79 to 81 in 1981-82. Whereas women's degree colleges increased from 9 to 21 during the same period.

TABLE 6.9

INSTITUTIONS,
NUMBER OF STUDENTS, TEACHERS BY SEX IN GENERAL DEGREE COLLEGES
FOR THE YEARS 1978-79

Type	No. of Institutions			No. of Students			No. of Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	26	9	35	20,630 (79.00)	5,484 (21.00)	26,114 (100.00)	2,186 (84.30)	407 (15.70)	2,593 (100.00)
Non-Government	251	29	280	43,181 (84.17)	8,119 (15.83)	51,300 (100.00)	4,728 (90.00)	526 (100.00)	5,254 (100.00)
Total	277	38	315	63,811 (82.42)	13,603 (17.57)	77,414 (100.00)	6,914 (88.11)	933 (11.89)	7,847 (100.00)

Source: BANBEIS, Educational Statistics of Bangladesh, 1981.

Note: Figures in parentheses indicate percentages.

TABLE 6.10

NUMBER OF INSTITUTIONS, STUDENTS, TEACHERS BY SEX IN NON-GOVERNMENT DEGREE COLLEGES FOR THE YEARS 1978-79 TO 1980-81

Years	No. of Institutions			No. of Students			No. of Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1978-79	251	29	280	43,181 (84.17)	8,119 (15.83)	51,300 (100.00)	4,728 (90.00)	526 (10.00)	5,254 (100.00)
1979-80	216	20	236	31,043 (88.00)	4,227 (12.00)	35,270 (100.00)	4,170 (92.44)	341 (7.56)	4,511 (100.00)
1980-81	204	17	221	28,294 (88.38)	3,721 (11.62)	32,015 (100.00)	NA	NA	NA

Source: BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981

Note: (1) Figures in parentheses indicate percentages.

(2) N.A. means not available.

The enroment of female students during the period decreased in non-government colleges. In 1978-79 the number of female students was 8,119 (15.83 per cent) whereas in 1980-81 the number fell to 3,721 (11.62 per cent). This decrease in female enrolment in non-government degree colleges might be due to the fact that 67 colleges, mainly located in the sub-division towns, had been taken under government management and woman students generally enrol themselves in colleges located in district and sub-division towns for obvious reasons.

6.3.8 Woman Teachers in Degree Colleges

In 1978-79 the percentage of woman teachers in government degree colleges was 15.70 and in non-government degree colleges it was only 10 per cent. In non-government degree colleges, the percentage decreased to 7.56 per cent in 1979-80.

Woman Teachers in General Universities

During the years 1977-78, 1978-79, 1979-80, the number of woman teachers in the four general universities together were 163 (10.09 per cent of total 1,453), 180 (10.95 per cent of total 1,554) and 203 (11.41 per cent of total 1,778) respectively. During 1980-81 number of woman teachers decreased from 203 to 191. If the four general universities are considered separately it is found that the number of woman teachers in Dhaka university was the highest and that in Jahangirnagar university was the lowest. In 1980-81 the number of female teachers in Dhaka, Rajshahi, Chittagong and

Jahangirnagar universities were 135, 19, 22 and 15 respectively. It may be mentioned that in 1980-81 number of woman teachers decreased in all the general universities except in Rajshahi university.

6.4 Higher Education : Technical and Professional

6.4.1 Bangladesh University of Engineering and Technology (BUET):

Female enrolment in the University of Engineering and Technology is very poor in comparison with that of male enrolment which may be seen from the Table 6.11.

TABLE 6.11

SEXWISE STUDENT ENROLMENT OF THE BANGLADESH UNIVERSITY OF ENGINEERING AND TECH NOLOGY FOR THE YEARS 1977-78 TO 1980-81.

Year	Male	Female	Total
1977-78	1,620 (96.72)	55 (3.28)	1,675 (100.00)
1978-79	1,833 (96.98)	57 (3.02)	1,890 (100.00)
1979-80	2,158 (96.48)	80 (3.57)	2,230 +40 (private) (100.00)
1980-81	2,302 (96.60)	81 (3.40)	2,383 (100.00)

Source: UGC, Returns from the Universities, 1977-81.

Note: Figures in parentheses indicate percentages.

It appears from the Table 6.11 that the percentages of female enrolment in 1977-78 was 3.28 and in 1978-79 it was 3.02, that is, the percentage decreased by 0.26. Then in the year 1979-80 the number of female candidates increased by 0.29 per cent and in 1980-81 it increased by 0.12 per cent. It is clear that women are not coming for higher technical education at the university level in sufficient number.

TABLE 6.12

STUDENTS ENROLMENT IN THE BANGLADESH UNIVERSITY OF ENGINEERING AND TECHNOLOGY BY FACULTY AND SEX FOR THE YEARS 1977 TO 1981

Year	Faculty of Engineering and Technology			Faculty of Architecture and Physical Planning			Faculty of Urban and Regional Planning		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
1977	1,396 (97.90)	30 (2.10)	1,426 (100.00)	224 (89.96)	25 (10.04)	249 (100.00)	Nil	Nil	Nil
1978	1,605 (98.35)	27 (1.65)	1,632 (100.00)	214 (88.07)	29 (11.93)	243 (100.00)	14 (93.33)	1 (6.67)	15 (100.00)
1979	1,902 (98.04)	38 (1.96)	1,940 (100.00)	221 (85.99)	36 (14.01)	257 (100.00)	35 (85.35)	6 (14.63)	41 (100.00)
1980	2,078 (98.11)	40 (1.89)	2,118 (100.00)	194 (83.62)	38 (16.38)	232 (100.00)	30 (90.91)	3 (9.09)	33 (100.00)
1981	2,341 (97.87)	51 (2.13)	2,392 (100.00)	185 (83.62)	34 (16.38)	219 (100.00)	27 (90.00)	3 (10 .00)	30 (100.00)

Source: UGC, Returns from the Universities, 1977-81

Note: Figures in parentheses indicate percentages.

It appears from table 6.12 that number of female students in the faculty of Engineering and Technology was very low and it increased by only 0.3 per cent over four years, from 1977 to 1981, but in the faculty of Architecture and Physical Planning the number increased by 5.20 per cent over four years. In the faculty of Urban and Regional Planning female enrolment increased from 6.67 per cent in 1977 to 10.00 per cent in 1981, that is, an increase of 3.33 per cent over four years.

6.4.2 Bangladesh Agricultural University

Number of students by sex

TABLE 6.13

SEXWISE ENROLMENT OF STUDENTS IN THE BANGLADESH AGRICULTURAL UNIVERSITY BY YEARS FROM 1977-78 TO 1980-81

Year	Male	Female	Both sexes
1977-78	1,681 (98.53)	25 (1.47)	1,706 (100.00)
1978-79	2,348 (97.51)	60 (2.49)	2,408 (100.00)
1979-80	2,224 (96.86)	72 (3.14)	2,296 (100.00)
1980-81	2,935 (96.36)	111 (3.64)	3,046 (100.00)

Source: UGC, Returns from the Universities, 1977-81.
Note: Figures in parentheses indicate percentages.

From table 6.13 it is found that in the Agricultural University the number of female students increased at a very slow rate, the increase being only 2.17 per cent over a period of four years from 1977-81.

6.4.3 Accommodation for Students

Bangladesh University of Engineering and Technology : Although there are 6 halls of residence for 2,000 male students there is no separate residential hall for female students of the Engineering University excepting one extension of Titumir Hall where only 20 female students can be accommodated. It thus appears that about 9 out of 10 male students can be accommodated in the residential halls while only about a quarter of total female students can be accommodated there.

Agricultural University : There are six residential halls in the Agricultural University which can accommodate about 2,200 students; there is no separate hall for female students excepting one extension of Isa Khan Hall accommodating about 76 students. About 68 per cent existing female students can be accommodated in the extension and 75 per cent male students are accommodated in the Halls of this University.

6.4.4 Technical College

There are four Engineering Colleges in Bangladesh located at Dhaka, Rajshahi, Chittagong and Khulna. All of them are Government Institutes under the Directorate of Technical Education.

There was no female student in Dhaka Engineering College. In Rajshahi Engineering College there were only 7 female students (3.23 per cent) out of 217 students in 1978-79 and only 8 (4.52 per cent) out of 177 students in 1980-81. The output of female Engineering graduates was only one in 1978-79 and one in 1979-80. In Chittagong Engineering College there was no female student excepting one in 1981-82 and there has been no out put so far. In Khulna Engineering College there was no female student at all at any time.

6.4.5 Intake in 8 Medical Colleges in Bangladesh

A comparative study shows that female intake in the Medical Colleges for the country as a whole for the years 1978-79, 1979-80 and 1980-81 were 20.45 per cent, 17.76 per cent and 20.74 per cent respectively of the total number of students. This shows that the percentage of the female intake decreased in 1979-80 by 2.63 per cent but again in the year 1980-81 it increased to 20.74 per cent.

Dhaka Medical College: It is found that in Dhaka Medical College female students comprised 28.89 per cent of intake in 1977-78 but the percentage decreased to 21.46 in 1978-79 and to 14.15 in 1979-80. Then it increased in 1980-81 to 21.74 per cent and in 1981-82 to 28.00 per cent.

Chittagong Medical College : As no data was available for 1977-78 and 1981-82 those years have not been considered. The percentage of female students in Chittagong Medical College was 18.06 in the year 1978-79 and it increased to 19.81 per cent in 1979-80 and 20.5 per cent in 1980-81. Thus it is observed that female intake at Chittagong Medical College has an increasing tendency compared to the total intake.

Rajshahi Medical College: For Rajshahi Medical College also figures of female intake was not available for the year 1977-78 and 1981-82. It is seen that in 1978-79 female students comprised 21.00 per cent while in 1979-80 it fell to 20.40 per cent but in 1980-81 the percentage increased to 33.13 per cent, i.e. the increase was 12.13 per cent.

Mymensingh Medical College : Female intake in 1977-78 was 25.13 per cent of total students of Mymensingh Medical College but it came down to 24.00 per cent in 1978-79 and to 20.11 per cent in 1979-80 and to 20.00 per cent in 1980-81.

Female intake rose to 29.76 per cent in 1981-82 that is, in that year the percentage increased by 9.76 per cent compared to that of the year 1980-81.

Sylhet Medical College : The percentage of female intake in Sylhet Medical College was increasing from 1977-78to 1981-82. Female intake was 19.43 per cent in 1977-78, 20.50 per cent in 1978-79 and 20.86 per cent in 1979-80. The percentage rose upto 30.14 in 1980-81, i.e., the increase was 9.28 per cent over that of 1979-80. In 1981-82 female intake was 30.52 per cent, the increase being 0.38 per cent compared to that of 1980-81.

Sir Salimullah Medical College : Intake of female students in Sir Salimullah Medical College generally showed an increasing tendency; but in the year 1980-81 the intake of women decreased by 2.02 per cent over the year 1979-80. In 1981-82 female intake rose to 28.18 per cent, i.e., 11.03 per cent increase.

Barisal Medical College: Data of female intake of Barisal Medical College for the years 1980-81 and 1981-82 were not available. It is seen that in 1977-78 the percentage of female intake was 21.70 while in 1978-79 it decreased to 20.34 per cent but in the year 1979-80 the percentage of female intake was only 8.00 per cent.

Rangpur Medical College : Data for 1977-78 and 1981-82 were not available for Rangpur Medical College. Female intake for the year 1978-79 was 19.41 per cent and in 1979-80 it was 16.19 per cent, i.e. it decreased by 3.22 per cent, and in the year 1980-81 it was 17.49 per cent, i.e., it increased by 1.30 per cent.

6.4.6 Output in 8 Medical Colleges in Bangladesh

Output figures of some medical colleges were not available for certain years. Hence in considering the total output of the country as a whole these years had to be omitted. Output figures only for the years 1978-79 and 1980-81 were available for all the medical colleges. It is found that in 1978-79, 751 students passed M.B.B.S. Examination out of which 75 (9.99 per cent) were women. In 1980-81 the total number of students passed was 1,047 out of which 146 (13.94 per cent) were women.

If individual medical colleges are considered it is observed that in 1978-79 the highest number of women passing M.B.B.S. Examination was in Chittagong Medical College (32.00 per cent) whereas the lowest was in Rajshahi Medical College (4.00 per cent). The result of all other medical colleges, excepting Dhaka and Sylhet Medical Colleges, was below the national average (9.99 per cent) of women for that year .

In 1980-81 the percentage of successful female candidates was the highest (21. 23 per cent) in the Chittagong Medical College and the lowest in the Mymensingh Medical College (4.11 per cent). The percentage of passes of female candidates in all other medical colleges excepting Dhaka Medical College was below the national average (13.94 per cent) of women for that year.

6.4.7 Dental College of Bangladesh

There is only one Dental College in Bangladesh, Dhaka Dental College and Hospital under Government Management. The college offers courses leading to Bachelor of Dental Surgery (B.D.S.). Minimum entry qualification is 60 per cent of total marks in combined SSC and HSC examinations. The duration of the course is 4 years.

TABLE 6.14

SEXWISE STUDENT INTAKE IN DENTAL COLLEGE FOR THE YEARS 1978-79 TO 1980-81

Year	Male	Female	Total
1978-79	109 (79.56)	28 (20.44)	137 (100.00)
1979-80	165 (79.31)	42 (20.69)	207 (100.00)
1980-81	183 (76.78)	53 (23.22)	236 (100.00)
Total	619 (76.93)	172 (23.79)	797 (100.00)

Source: FREPD Questionnaire.

Note: Figures within parentheses indicate percentage.

The table 6.14 shows that the percentage of women intake decreased in the year 1979-80 by only 0.15 per cent but in 1981-82 it increased to 23.22 per cent that is, an increase of 2.38 per cent over that of 1979-80. Out of tht total intake of 797 students from the year 1978-79 to 1981-82 intake of women was 172 (23.07 per cent).

Output of Dhaka Dental College: The number of female dental graduates for the years 1978-79, 1979-80, 1980-81 and 1981-82 were 8 (19.05 per cent), 12 (20.00 per cent), 13 (22.03 per cent) and 17 (28.33 per cent) respectively. Total female graduates for those 4 years were 50 (22.62 per cent) out of the total output of 221 (100.00 per cent) for those 4 years.

Teaching Staff and Accommodation: There are 21 teachers in the dental college of whom only one is a woman. The ratio is 4.76 per cent over the total number of teachers. There is no residential accommodation for female teachers or female students but there is a hostel accommodating 112 male students.

Stipend and Expenditute: The rate of stipend is @ Tk.100-/ per month for 50 per cent students. A book grant @Tk200 per year is given to 50 per cent of students. The

expenditure of Dhaka Dental College is increasing very rapidly and it increased nearly 300 per cent in 1981-82 (Tk.9.10 million) in comparison with that of 1978-79 (Tk.3.64 million).

6.4.8 Institute of Post Graduate Medicine and Research (I.P.G.M.R.)

The I.P.G.M.R. is situated in Dhaka and is under government management. This Institute offers courses for Post Graduate Degrees after M.B.B.S. degree in different branches of medical science. Previously it used to offer courses for M.B.B.S. degree but this has been discontinued since 1980-81.

Post Graduate Degrees Offered : F.C.P.S. Degree: Courses for this degree in ten branches of medical science are offered. The minimum entry requirement for this Degree is 2 years after graduation in the relevant branch. The duration of the Post-graduate course is $1\frac{1}{2}$ years.

It appears from the available figures that female intake was highest in 1978-79 (31.03 per cent) and lowest in 1981-82 (9.89 per cent). Total intake in these courses was 258 (29+72+66+91) out of which female intake was 39 (9+9+12+9) which is 1.15 per cent of the total intake for those 4 years. There was no output from the years from 1978-79 to 1980-81. In the year 1981-92 there was an output

of only 13 candidates out of whom 4 were women and their percentage was 30.79.

M.Phil : M.Phil. degree course is available at I.P.G.M.R. in six branches of medical science. In these branches the duration of the course is 2 years and the minimum entry requirement is 6-month course in the subject. There was an intake of 8 women (72.79 per cent) out of a total of 11 candidates in 1978-79 and in 1980-81 period 2 women (18.18 per cent) were admitted out of a total of 11 candidates.

D.M.R.D., D.M.R.T., D.P.M. : In each of these three courses the minimum entry requirement is one year full time hospital appointment and the duration of the course is 2 years.

In these courses also the percentage of female intake is gradually decreasing. It was the highest in the year 1978-79 (5 out of 10 i.e., 50 per cent) and the lowest in 1980-81 (4 out of 15 i.e., 26.67 per cent) and in 1979-80 it was (2 out of 5, i.e., 40.00 per cent). There was no female intake in 1977-78.

D.C.H., D.A., D.C.P., etc.: In these 8 branches of medical science the minimum entry requirement is one year full time hospital appointment and the course is for one year.

From the available figures it is seen that the percentage of female intake was the highest in 1978-79 (11 out of 24, i.e., 45.83 per cent) and the lowest was in 1980-81 (13 out of 36, i.e. 36.11 per cent). In the year 1977-78 the number was 12 out of 31 or 38.78 per cent and in 1979 - 80 the number was 10 out of 22 or 45.45 per cent. This shows that female intake in these branches is gradually decreasing.

Teaching Staff : There are 59 teachers for these 21 branches of medical science out of which 8 are female teachers comprising 13.56 per cent. There is no residential accommodation for the teaching staff but there is residential accommodation for 145 male and 16 female students.

Stipend: There is no provision for government stipend for these courses but some private organizations such as, Pfizer, Burma Eastern and M.C.S.T. offers a small number of stipends for candidates of both sexes on merit and the amount is approximately Tk.100.00 per month.

6.4.9 Other Professional and Technical Institutions

(a) National Institute of Preventive and Social Medicine (NIPSOM): This government managed institute offers the following training courses:

(a) Diploma in Public Health (D.P.H.);

(b) Diploma in Community Medicine (D.C.M.);

(c) Master of Public Health (M.P.H.);

(d) Diploma in Industrial Health (D.I.H.);

(e) Diploma in National Child Health and Family Planning (D.N.C.H. & F.P.)

For Diploma mentioned under a, b, c, d, & e above, the minimum entry requirement is M.B.B.S. and for c the requirement is any one of M.B.B.S., M.Sc., M.Ed. and Bachelor Degree in Nursing. The duration of the course is 1 year for a, b, c, & d and for c it is 1000 hours. Every student receives a stipend.

Enrolment and Output: Total enrolment in these 5 branches from 1978-79 to 1981-82 was 125 out of which female enrolment was only 13 (10.40 per cent). Out of 125 candidates only 52 came out successfully, but no sex-wise figure was available.

Teaching Staff : There are 14 teachers in these branches out of which 3 (21.42 per cent) are women. There is no residential accommodation for teachers or for students.

(b) Institute of Public Health Nutrition, Dietetics and Food Sciences: A 3 months' certificate course in Public Health Nutrition for medical personnel is offered in this Institute.

Entrants are:

(i) Lecturers of Medical Colleges, Asstt. Professors of Community Medicine/Paedeatrics/Eye/Obstetric/Gynae;

(ii) Teachers and Clinicians of Medical Colleges or other Medical Institutions;

(iii) Health Executives in charge of Child Health Care Centres and Nutrition programmes of the department of Health and Family Planning,

(iv) Programme Officers of various non-government organizations who are engaged in various Nutrition Programme like xxxxxxxx Nutrition Training, Blindness preventive programmes, etc. Every student receives a stipend.

Enrolment : The total enrolment from the year 1978-79 to 1981-82 was 82 out of which 4 (4.87 per cent) were women. There is no output uptodate as no examination had been held upto 1981-82.

There is no residential accommodation for students or for teachers.

(c) Institute of Textile Technology (Previously Jute Textile Institute): This Institute offers B.Sc. in Textile Technology, Diploma courses in Jute Technology, Textile Technology and Textile Chemistry courses.

The minimum entry requirment is I.Sc. 2nd Division with Physics, Chemistry and Mathematics. The duration of the course is 4 years. Fifty per cent of the students receive stipend.

Total enrolment in these branches from the year 1978-79 to 1981-82 was 1,069 out of which only 2 (0.18 per cent) were women.

Total output of these 4 years was 285 all of whom were men. The first batch of B.Sc. has not yet completed their course. There are only 30 male teachers in this Institute.

There is residential accommodation for 212 students and 16 teachers but there is no separate accommodation for female students.

(d) Bangladesh Sericulture Research & Training Institute, Rajshahi : This Institute at Rajshahi under government management offers the following courses: Post Graduate courses, Diploma courses, Certificate courses and Artisan courses. All post- graduate and Diploma students receive stipend. The minimum entry requirement for these courses are B.Sc., I.Sc., S.S.C.(Science group) respectively. For Post Graduate, Diploma and Certificate courses the duration is for 2 years and for Artisan course the duration is one year.

Enrolment and Output: From the year 1978-79 to 1981-82 only 22 students were admitted in this Institute out of which 2 (9.09 per cent) were women and the total output for the years 1978-79 and 1979-80 was 9 of which 2 (22.22 per cent) were women. The results for the years 1980-81 and 1981-82 have not yet been published.

There are only 4 male teachers for Degree courses in textile and sericulture and diploma in sericulture. There is residential accomodation for 100 per cent students and teachers.

(e) Bangladesh Institute of Leather Technology, Hazaribagh, Dhaka: This is also a Government Institute which offers B.Sc. Technical in leather technology and Diploma in leather technology. The minimum entry requirement for Diploma in Leather Technology is B.Sc. with Physics, Chemistry and Mathematics. The duration of the course is 2 years for B.Sc. Leather Technology and Diploma and one year for Artisan courses. Students receive stipend at varying rates.

From the year 1978-79 to 1981-82 students were admitted in different courses out of which 95 came out successful. There was no female student.

There are 17 teachers out of which 1 is woman. There is residential accommodation for 50 students and 14 teachers.

(f) Institute of Chartered Accountants of Bangladesh: This is also a government Institute. It does not offer any specific training programme. The minimum entry requirement for this institute are (i) 2nd class graduate with one Ist division or two 2nd divisions in SSC and HSC, (ii) 2nd class Hons. degree and (iii) 2nd class Masters degree. The duration of the course is $3\frac{1}{2}$ years for graduates and 3 years for the Master degree holders and Hons. Graduates.

From the year 1978-79 to 1981-82 some 605 students were admitted out of whom 3 were women (0.43 per cent). No output figure is available. There are 24 teachers, all men. There is no residential accommodation for students or teachers.

(g) Bangladesh Institute of Bank Management (BIBM): This is a non-government Institute. It offers 40 short courses per year. The entry requirement is senior level or medium level officers of the Nationalized Banking Sector. The duration of the course is from one to four weeks.

From the year 1978-79 to 1981-82 enrolment was 3,560 out of whom 53 were women and all trainees successfully completed the training course. There are 16 teachers out of whom one is woman. There is no residential accommodation for the teachers but all the students are to reside in hostels.

(h) College of Music : There is one College of Music in Bangladesh which is an autonomous institution. This college offers the following courses:

(i) Intermediate in Music (I. Music) and Bachelor's Degree in Music (B. Music). The minimum entry requirement for these courses are SSC with Music and Intermediate in Music respectively. The duration is 2 years for either course.

Total enrolment from the 1978-79 to 1981-82 was 85 out of whom 36 (41.86 per cent) were women , 14 male and 14 female students came out successful during these years.

There are 18 teachers out of whom 4 are women. There is no residential accommodation either for the students or for the teaching staff and no stipend is awarded to the students.

6.5 Direct Cost of Higher Education: Financial Allocation and Expenditure for Woman Students

No data regarding separate financial allocation for woman students in higher education was available. The allocation was meant for all students, both male and female. Hence the share of development for woman students can not be shown separately. The situation is similar with regard to recurring expenditure.

An attempt, has, however, been made to give an estimate of recurring expenditure for woman students on the basis of per capita student expenditure for a year.

6.5.1 Recurring Expenditure for All Women Students in Non-government Degree Colleges

The gross recurring expenditure for non-government degree colleges during the year 1979-80 was Tk.83.55 million and the total number of students was 135,580. Hence an average per capita expenditure during that year was Tk.615.30 including woman students at the Intermediate level. Multiplying this per capita expenditure by the total number of woman students at the degree level (35,270) it is found that only Tk.2.60 million which is 13.25 per cent of the total expenditure might have been spent for the woman students. It may be reiterated that degree colleges have intermediate classes attached to them. Therefore, accurate expenditure picture for degree level woman students has not been possible to estimate.

6.5.2 Recurring Expenditure for Woman Students in Government Degree Colleges

The gross recurring expenditure for government degree colleges during the year 1978-79 was Tk.69.14 million and the total number of students was 750,49 including woman students at the Intermediate level. Hence per capita expenditure was Tk.921.37. Multiplying this per capita expenditure by the total number of woman students at the degree level (5,484) it is found that only Tk.5.02 million, i.e. 21.00 per cent of total expenditure of Tk.24.06 million for all students at degree level might have been spent for the woman students.

6.5.3 Recurring Expenditure for Woman Students in the Four General Universities

Gross annual per capita recurring expenditure during the years 1979-80 and 1980-81 for the four general universities is shown in Table 6.7. Per student expenditure in the Jahangirnagar University was the highest and that in the Rajshahi University was the lowest. Per student expenditure in the Jahangirnagar University was Tk.16,191 compared to Tk.5,694 in Dhaka University; Tk.4,652 in Rajshahi University, and Tk.7,192 in Chittagong University for the year 1980-81.

When the four general universities are considered together it is observed that in 1979-80 total expenditure for female students was Tk.37.88 million as against

Tk,141.89 million male students. Only 18.90 per cent of the total expenditure was for woman students. In 1980-81, the amount for man and woman students was Tk.147.62 million and Tk.40.15 million respectively i.e. the expenditure for woman students was 19.15 per cent of the total expenditure.

6.5.4 Recurring Expenditure for Technical Universities

(a) Agricultural University

Per student annual expenditure in the Agricultural University was Tk.19,077/- in the year 1977-80. Total expenditure for woman students was Tk.1.37 million that is 3.14 per cent of total Tk.4,38,000/-. In 1980-81 per student expenditure decreased to Tk.1,48,901/- and the expenditure for woman students was Tk.1.65 million that is 3.64 per cent of total Tk.45.35 million.

(b) University of Engineering and Technology

Per student annual expenditure in the University of Engineering and Technology was Tk.10,978/- in the year 1979-80 and the total expenses for woman students was Tk.8,78,240/- that is 3.57 per cent of total Tk.24.56 million. In 1980-81 per student expenditure decreased to Tk.10,737/- and the expenditure for woman students was Tk.869,697/- that is 3.40 per cent of the total Tk.25.68 million.

6.5.5 Recurring Expenditure for Eight Medical Colleges During the Year 1978-79:

In 1978-79, there were 1,378 woman students in the eight Medical colleges compared to 5,516 man students. In the same year total expenditure for the eight medical colleges was Tk.2,65,284,50/- which indicated that per student annual expenditure for 1978-79 was Tk.4,809/- Multiplying this per capita expenditure by the total number of woman students it is found that Tk.5.30 million (that is 20 per cent) were spent for woman students in comparison with Tk.21.22 million for man students.

Source: 1. Demands for Grants and Appropriations (Non-Govt. Development) 1980-81, Ministry of Finance (Finance Division) Government of the People's Republic of Bangladesh, Dhaka:1981.

2. Bangladesh Bureau of Educational Information and Statistics, Ministry of Education, Educational Statistics of Bangladesh, 1981.

CHAPTER VII

MADRASSAH EDUCATION

7.1 Introduction

The present system of madrassah education is a legacy of the past. For historical reasons, madrassahs were neglected and their graduates were considered unfit for modern economic activities. After independence the Government of Bangladesh attempted, during the FFYP, to modernize some of the madrassahs by introducing science and craft courses to make the madrassah graduates employable.

At present the madrassah education system (recognized by the Madrassah Education Board) consists of the following levels: (1) IBTEDAYEE course of 4 years, (2) DAKHIL course of 6 years, (3) ALIM course of 2 years, (4) FAZIL course of 2 years, and (5) KAMIL course of 2 years duration. A fazil passed student is eligible for admission in higher secondary class of the formal education system.

Apart from the recognized institutions, there are more than 15 thousand Hafizia and Forquania madrassahs which are not recognized and have been operating on voluntary basis. These madrassahs do not have any regular source of fund nor they have any uniform syllabus to follow.

In 1981-82 there were 2,828 madrassahs in the country recognized by the Madrassah Education Board offering courses

for Dakhil, Alim, Fazil and Kamil levels. Of the 2,828 madrassahs, only 3 are government managed. There are 1,684 madrassahs offering Dakhil course only, 492 offer courses upto Alim level, 594 upto Fazil level and 58 upto Kamil level. The total enrolment in these institutions is about 4,50,000 and they employ 28,000 teachers.

7.2 An Overview of Madrassah Education System in Bangladesh: Methodological Constraints and Data Gaps

Madrassah Education in Bangladesh, although a neglected area, caters to the need of quite a large section of population and in this context this neglected area cannot be overlooked for the purpose of making the present study comprehensive. The information presented in this chapter are based on three major sources : (i) Bangladesh Bureau of Educational Information and Statistics (BANBEIS), (ii) the Madrassah Education Board, (iii) the District Education Officers working under the Directorate General of Secondary, Special and Higher Education.

All the three sources were approached several times for the purpose of collecting relevant data. But they could not provide most of the information sought for the purpose. It appeared that none of those organizations took sufficient care to collect, compile, store and disseminate data on madrassah education in Bangladesh. Even the District

Education Officers, who are responsible for controlling and supervising the recognized madrassahs in the respective districts, excepting three, did not return the FREPD questionnaire seeking information relating to the overall situation in those madrassahs. Thus, this chapter on madrassah education suffers not only from the paucity of data but also from anomalies identified in analysing the available data. The major discrepancies are of two types: (i) data gathered from the three sources on the same aspects vary from one another, and (ii) even the data from the same source mentioned in the same documents have serious discrepancies. Moreover, the data on Hafizia and Furquania madrassahs were available only with BANBEIS and that also for one year and no other organization could provide any information on them.

However, inspite of the data gaps and discrepancies, an effort has been made in this chapter to present the picture of madrassah education in Bangladesh.

7.3 Attempts at Modernizing Madrassah Education

The madrassah education system is beset with many problems like the age old traditional methods of instruction, lack of proper training in science, etc. The curriculum followed in the madrassahs also did not conform to the needs and realities of the present world and society. The

Government of Bangladesh has been trying, since liberation, to bring the madrassah education system and its curriculum in line with the general system of education. The Education Commission Report of 1974 stressed the need for updating and modernizing madrassah education in order to bring it gradually at par with the general system of education. It proposed to: (i) introduce the same curriculum in primary level madrassahs; (ii) view religious education as a vocational course at the secondary level after completing 8 years' of schooling; (iii) require the students of this vocational (religious) course, in the 9th and 10th classes to study Bengali, Mathematics, General Science and English as compulsory subjects; (iv) introduce to the system a degree course of 3 years and then a post-graduate course of 2 years.

The Islamic Education Reform Commission also identified the issue of modernizing the madrassah education system and suggested concerted efforts in this direction with the basic objective of bringing the primary level of madrassah education in line with the general primary level and also to adjust other levels to those of the general education system, so that "these can correspond to each other".

The SFYP also emphasizes the urgent need for modernizing the madrassah education system and aims at:

(i) modernization of madrassah education by introducing science and vocational courses, and

(ii) attainment of proficiency in Arabic speaking and writing.

In the SFYP the financial allocation for madrassah education is Tk.150 million which is 1.47 per cent of the total allocation for education sector.

Modernized new curriculum and syllabuses were introduced in 32 Alim and 24 Fazil madrassahs with effect from 1975.

Programmes: To achieve the above mentioned objectives, the following programmes have been proposed in the SFYP :

(i) Workshop and science teaching facilities should be provided to madrassahs for teaching science and vocational courses;

(ii) One madrassah in each district except in Dhaka, Sylhet and Chittagong Hill Tracts will be nationalized and developed;

(iii) Curriculum should be updated in collaboration with the National Curriculum Development Centre, Islamic University and the Institute of Islamic Education and Research to bring madrassah education at par with the general system of education;

(iv) Madrassah Education Board will be strengthened to make it self-financing. The Board will be entrusted with the responsibility of reforming the existing examination system of madrassah education;

(v) Added emphasis will be laid on teaching Arabic for attainment of proficiency in speaking and writing the language;

(vi) Quality of text books should be improved;

(vii) Emphasis will be attached to research on the positive aspect of Islamiat at the Kamil level.

7.4 Total Number of Madrassahs

It can be seen from Table 7.1 that out of 2,828 madrassahs only 15 (0.83 per cent) are for girls, of which 14 are at the Dakhil level and only one at the Alim level. There are no separate madrassahs for women at the Fazil and Kamil levels. Some girls also join boys' Dakhil madrassahs. Moreover, some women get themselves admitted in Alim, Fazil and Kamil madrassahs but they do not attend the madrassahs. Some of them, however, appear at the respective examinations as attached students.

TABLE 7.1

NUMBER OF MADRASSAHS RECOGNISED BY THE BANGLADESH MADRASSAH EDUCATION BOARD, 1982-83 BY LEVEL AND SEX

	Dakhil			Alim			Fazil			Kamil			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number	1,670	14	1,684	491	1	492	594	--	594	58	--	58	2,813	15	2,828
Percentage	99.17	0.83	100.00	99.80	0.20	100.00	100.00		100.00	100.00	-	100.00	99.47	0.53	100.00

Source: Madrassah Education Board.

In the final examinations held in 1982 by the Madrassah Education Board 387 women appeared at the Dakhil, 82 at the Alim, 39 at the Fazil and 2 at the Kamil examinations respectively.

During the years from 1978-79 to 1980-81 there was no woman teachers in madrassahs.

7.5 Hafizia and Forquania Madrassahs

Besides the madrassahs recognized by the Madrassah Education Board there are 15,198 Hafizia and Forquania madrassahs in the country, which are not recognized by the Madrassah Education Board. In these madrassahs the number of students in 1978 was 15,41,130 and the number of teachers was 35,172 (Table 7.2).

TABLE 7.2

NUMBER OF HAFIZIA AND FORQUANIA MADRASSAHS, THEIR STUDENTS AND TEACHERS BY DIVISION, 1978

Division	No. of institutions	No. of students	No. of teachers
Dhaka	4,523	400,312	9,008
Chittagong	6,691	678,421	13,516
Khulna	2,291	276,206	7,287
Rajshahi	1,593	186,191	5,361
Bangladesh	15,198	1541,130	35,172

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Educational Statistics of Bangladesh, 1981, pp. 39-41.

Table 7.3 gives the number of Hafizia/Forquania madrassahs and their number of students and teachers in 1978. Table 7.4 gives the comparative data for three years.

TABLE 7.3

NUMBER OF MADRASSAHS RECOGNIZED BY THE BANGLADESH MADRASSAH EDUCATION BOARD BY LEVEL, THEIR NUMBER OF STUDENTS AND TEACHERS, 1978

Level	No. of institutions	No. of students	No. of teachers
Dakhil	1,308	196,200	10,464
Alim	547	108,400	6,017
Fazil	474	118,500	6,162
Kamil	59	17,700	1,111
Total	2,388	440,800	23,754

Source: BANBEIS, Educational Statistics of Bangladesh, Dhaka 1981.

Note: (1) No separate data for women are available.

(2) "Kamil" level includes 2 Government Madrassahs.

TABLE 7.4

COMPARATIVE DATA ON MADRASSAH EDUCATION FOR THE YEARS 1978-79 TO 1980-81.

Type	No. of Institutions			No. of teachers			No. of students		
	1978-79	1979-80	1980-81 (Prov.)	1978-79	1979-80	1980-81 (Prov.)	1978-79	1979-80	1980-81 (Prov.)
Dakhil	1,196	1,402	1,426	9,568	9,754	10,797	134,200	124,000	131,210
Alim	529	482	477	7,935	7,712	6,001	90,250	80,500	81,550
Fazil	474	596	596	6,162	7,324	8,748	142,200	132,000	132,312
Kamil	60	57	63	1,020	1,295	1,312	20,000	17,586	18,396

Source: Madrassah Education Board.

7.6 Discrepancies in data

A comparative study of Table 7.3 and Table 7.4 reveals great discrepancies in respect of number of institutions, students and teachers in different years. For example, the number of Dakhil Madrassahs in 1978 has been shown as 1,308 in Table 7.3 whereas the number has been shown as 1,196 in the year 1978-79 in Table 7.4. As regards the number of students, in Table 7.3 it is 1,96,200 in 1978 and in Table 7.4 it is 1,34,200 in 1978-79. Such discrepancies are also observed regarding number of teachers. Similar discrepancies are observed in cases of Alim, Fazil and Kamil madrassahs also.

TABLE 7.5

SEXWISE GROWTH PATTERN OF ENROLMENT IN MADRASSAH EDUCATION

Stage	Sex	Year		
		1978-79	1979-80	1980-81
Forquania	Male	100	133	140
Hafizia	Female	100	121	111
Dakhil	Male	100	107	135
	Female	100	104	131
Alim*	Male	100	110	103
	Female	100	111	122
Fazil	Male	100	102	108
	Female	100	113	358
Kamil	Male	100	100	110
	Female	-	-	-

Source: Madrassah Education Board

* Number of Madrassahs shown under Alim includes Fazil stage also.

Table 7.5 is derived from Appendix Table A 7.1. It gives sexwise enrolment distribution at different stages of madrassah education. The enrolment figure presented for 3 districts of Bangladesh shows that women's share in madrassah education was around a quarter of the total enrolment in 1978-79 and gradually decreased to about 22 per cent in the year 1980-81.

Interestingly, women's share appears to be larger at Dakhil stage (equivalent to secondary level of the general stream) whereas the trend of general education is that girls have a larger proportion at the elementary stage compared to the secondary stage.

The growth pattern of women for the years 1978-79 to 1980-81 at different stages shows a linear increase in rate except for Forquania/Hafizia level where the enrolment rate decreased in 1980-81 compared to that in 1979-80 (Table 7.5). The pace of women's growth rate at Alim and Fazil stages seems to be higher than that at the lower levels. This is possibly due to the fact that girls' enrolment in these stages are small and any increase have a sharp effect on the growth pattern.

CHAPTER VIII

TEACHER TRAINING

8.1 Focus on Women

Teacher training programme is one of the vital activities for the nation. With the launching of the UPE programme, teacher training activities have assumed an additional importance primarily in its quantitative aspect. According to the SFYP estimate, with the increase in enrolment, the number of additional teachers required for primary level will stand at 1,04,000 in order to implement the UPE programme. With the increasing awareness about women's role in society, teacher training programme has achieved an added dimension in recent time.

8.1.1 First Five Year Plan (1973-78)

The FFYP of Bangladesh, while recognising the need for more attention to be paid to the teacher training programme, proposed to: (a) raise the number and proportion of trained teachers by establishing new training institutions and by adopting suitable measures, (b) intensify in-service training of various forms and durations for helping teachers to improve their ability, and (c) provide more attention to produce science teachers in increased number.

The Plan, although put heavy emphasis on accelerating recruitment of female teachers, lacked definite programmes for production of female trained teachers, except setting

aside 3 out of 15 PTIs that were to be established specifically for women. The gap seems to be prominent in planning for expanded residential facilities for 50 per cent of the trainees where no bold programme was specifically set aside for potential woman trainees. Woman were expected, although not clearly pronounced, to form the bulk of the trainees if the plan desire for gradual transfer of primary teaching to women was to materialise.

8.1.2 Two Year Plan (1978-80)

In order to improve the status of teacher education in the country, the TYP programme called for both developmental and expansionist strategies for (a) development of 47 existing PTIs, (b) establishment of 4 new PTIs, (c) development of 6 TTCs, and (d) improvement of BEERI. The plan did not mention the issue of woman teachers and their training needs.

8.1.3 Second Five Year Plan (1980-85)

The SFYP recognised the need for both quantitative and qualitative expansion of teacher training programmes. Among the programmes specifically called for in the SFYP, the plan for increasing the annual intake capacity in the existing 48 PTIs and 10 TTCs ranked high. Among other

complementary efforts, short inservice training of PTI teaching and administrative staff at the Academy for Fundamental Education, BEERI etc. were prominent.

The SFYP puts heavy emphasis on quantitative expansion of female primary teachers by (a) declaring a policy of at least 50 per cent recruitment of women to all vacant posts, (b) at least 30 per cent recruitment of women in all administrative and supervisory positions; (c) relaxing requirement of pre-service training in case of women, (d) lowering academic qualification of women in the areas having shortage of women teachers, and (e) other complementary efforts, like preference to woman for recruitment, etc.[1]

The SFYP clearly spells out that in the programme for training of primary school teachers, 40 per cent seats should be reserved for woman and additional hostel facilities for 1,800 more woman trainees be made in the existing PTIs[2]. In order to help woman teachers to cope with the new demand placed to them to play a catalytic role in the society the Plan desires to put emphasis on PTI training programme through content relating to motivation, family planning, and welfare of children.

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1. Planning Commission (Government of Bangladesh), The Second Five Year Plan (1980-85), Dhaka, 1980

2. Ibid.

The Ministry of Social Welfare and Women's Affairs plays a supplementary role in teacher training programme. In order to fill up at least 50 per cent vacancies of primary teachers by women during the SFYP period a crash programme for teacher training is to be organized under the auspices of the Ministry. To meet the immediate gap between the demand and supply of female teachers created by the changed policy this Ministry plans to train 500 teachers annually, thus supplying extra 2,500 trained teachers beyond the normal PTI output.

8.2 Sources of Data

As scanty data from secondary sources failed to meet the demand of the study, primary source were explored. Data used for this chapter are mostly based on primary sources which include: (a) Questionnaire survey on Teacher Training Institutions (two concise sets of mailed questionnaires for factual information and opinion survey), (b) series of personal visits and interviews, made with relevant personnel in specific institutions, and (c) consultation of office records, etc.

Considering the need for staffing primary schools with woman teachers, maximum attention was paid in generating data on the PTIs. The response from the PTIs was

satisfactory. The responses by the PTI Superintendents were timely and the spirit of co-operation was high. All of the 48 PTIs responded to the survey and possibly because of mailing problems a few responses, made to this two-staged survey (Factual and Opinion), never reached and made the survey data incomplete in few cases.

The responses received from TTCs were delayed, although 9 out of 10 colleges responded to the survey. The search of pertinent data and office circulars in the offices of Director General, Primary and Mass Education and the Director General, Secondary and Higher Education as well as in the Dhaka-based government educational institutions did not prove adequately rewarding.

8.3 Current Status of Teacher Training

The formal teacher training programme runs in seven major streams in the country. These are: (a) Primary Teacher Training Institutes (PTIs), (b) Teachers' Training Colleges (TTCs), (c) Technical Teacher's Training College (TTTC), (d) Vocational Teacher Training Institute (VTTI), (e) Physical Education College, (f) Institute of Education and Research and (g) Short-term In-service Training Programmes run at different Institutions, under varied sponsorships.

The nature, extent and magnitude of teacher training programmes and the issue of women's participation therein have been discussed in four major sections. As women have no part in technical teacher training programmes, this aspect has been omitted from discussion.

8.4 Primary Training Institutes (PTIs)

PTIs in Bangladesh grew out of the Guru Training (GT) Schools which were small in size and took care of the training needs of primary school teachers. Starting in 1951, the remodelled GT schools came to be known as PTIs under a one year training programme leading to Certificate-in-Education. The minimum entry requirement under the remodelled programme was Matriculation (present S.S.C.) or its equivalent, compared to non-matric requirement under GT programmes. During 1950s and 1960s maximum growth took place in PTI establishment. Currently, there are 48 PTIs in the country. The normal PTI staff consists of a Superintendent, an Assistant Superintendent, and several Instructors.

8.4.1 Female Participation in PTIs

In line with government policy, female enrolment in PTIs has considerably increased over the years. It is seen from Table 8.1 that despite pronounced intentions of the First Five Year Plan (1973-78) for substantially increasing

women's share, there were 1,726 woman students out of 7,977 students in PTIs in 1976-77.

TABLE 8.1

STATUS OF FEMALE ENROLMENT IN PTIS

Enrolment	Year				
	1976-77	1977-78	1978-79	1979-80	1980-81
Total enrolment	7,966	7,372	6,670	6,754	6,118
Female enrolment	1,726	1,637	1,468	1,738	2,502
Percentage of Female enrolmen to total	21.64	22.21	22.01	25.73	40.90

Source: Questionnaire response received from PTIs.

Women's proportionate share in overall enrolment almost doubled by 1980-81, when the percentage of female enrolment rose to 40.90 compared to 21.64 in 1976-77. A look at the growth pattern of enrolment in PTIs suggests that both in absolute number and in proportion, female enrolment recorded marked increase during 1976-81 period.

TABLE 8.2

GROWTH OF ENROLMENT IN PTI DURING THE YEARS 1976-77 TO 1980-81

	1976-77	1977-78	1978-79	1979-80	1980-81
Female 1,726 =	100	95	85	101	145
Total 7,966 =	100	92	84	85	77

Source: Questionnaire responses received from PTIs.
Note: Information from 4 PTIs were not available.

The growth pattern reveals that starting in 1976-77 the output of trained women from PTIs, both in the number of female enrolment and the total enrolment showed a declining trend upto 1978-79. Whereas the overall enrolment declined gradually and rather substantially over the years (1976-81), the status of female enrolment, although initially declining, recorded a sharp increase in 1980-81. The decrease in total enrolment is not due to any limitation imposed on intake capacities of the PTIs (the number of seats remained constant) but because of the much lesser intake of male trainees at the existing PTIs. The proportionately increased intake of female trainees associated with the shift in policy, caused this growth.

This increased growth of female enrolment may be attributed to policy shifts although the overall growth trend in total enrolment may be a point of concern for policy making. The issue of overall decrease in total enrolment from 1976-77 to 1980-81 is again substantiated by a recent study[3] which devoted attention to some crucial issues among which the concern for decreasing trend in PTI enrolment

3. Islam, NURUL, et. al., In-Service Primary Teacher Education in Bangladesh (Draft Report), Bangladesh National Commission for UNESCO & ACEID, Bangkok, 1981

was significant. Table 8.3, which will be referred to in relevant sections in connection with female enrolment, highlights this particular concern.

TABLE 8.3

DEMAND FOR PTI PLACES AND PTI ENROLMENT DURING 1976 - 81 PERIOD

Year	No. of total applicants per PTI	No. of female applicants per PTI	No. of total pre-service enrolled per PTI	No. of female pre-service enrolled per PTI	Average enrolment per PTI	Average female enrolment per PTI	Percentage of enrolled pre-service to total applicants Cx100/A	Percentage of female enrolled (pre-service to total female applicants Dx100/B
1976-77	243	80	26	23	181	35	10.70	28.75
1977-78	209	81	34	24	162	33	16.27	29.63
1978-79	177	72	35	25	157	32	19.77	34.72
1979-80	163	64	41	24	150	32	25.15	37.50
1980-81	160	70	58	37	151	43	36.25	52.83

Source: Based on Table A2.1 and A 2.2 of In-service Primary Teacher Education in Bangladesh (Draft Report), Bangladesh National Commission for UNESCO & ACEID, Bangkok, 1981.

It is seen from Table 8.3 that during the period from 1976-77 to 1980-81, demand for admission per PTI, which is demonstrated by the number of applicants for training, gradually declined and was substantially less in 1980-81 compared to 1976-77. (However, there exists a possibility of inflated enrolment figure because 2/3 PTIs mentioned in their survey responses that they catered to the needs of more than one batch of students in that particular year). Table 8.3 demonstrates that both the number of total applicants and the number of total enrolment per PTI was substantially less in 1980-81 compared to the base year 1976-77. Demand for PTI places came down to 160 per PTI in 1980-81 compared to 243 in 1976-77 with a gradual decline over this five year period. This trend can be attributed to a policy shift in enrolment, i.e., to admit fewer men. This lessened demand from men for PTI places obviously caused a decrease in the number of total enrolment per PTI, from 181 in 1976-77 to 151 in 1980-81, with a decreased trend throughout the period.

Although the number of pre-service woman students per PTI increased from 23 in 1976-77 to 37 in 1980-81, (from 28.75 per cent to 52.83 per cent) the number of female applicants per PTI decreased over the period, (although it showed some increase in 1980-81).

8.4.2 Enrolment Pattern

There is diversity even within apparent uniformity in PTI enrolment pattern. Table 8.4 reflects that female enrolment in Chittagong Division is proportionately much less compared to the other three divisions in the country.

TABLE 8.4

DIVISION-WISE FEMALE ENROLMENT IN PTIs IN 1980-81

Divisions	Enrolment in 48 PTIs*		Enrolment in 44 PTIs
	Number	%	
Dhaka	756	29	756
Rajshahi	780	30	717
Chittagong	468	18	359
Khulna	597	23	597
Total	2,601	100	2,429

*Estimated for Rajshahi and Chittagong.

Source: Questionnaire response received from 44 PTIs.

The fact that Chittagong division stands far below the enrolment level ofother divisions is apparent if one considers the range of female enrolment in PTIs among the four divisions which presents a somewhat unbalanced picture. The ranges of 1980-81 female enrolments, in the PTIs in four divisions were: Dhaka: 49-118; Chittagong: 8-91; Rajshahi: 29-90; and Khulna: 16-141.

A division-wise comparative status of female enrolment during the period 1976-81 is presented in Table 8.5.

TABLE 8.5

DIVISION-WISE COMPARATIVE ENROLMENT SITUATION IN PTIs

Division	1976-77			1980-81			Increase of female enrolment per PTI from 1976-77 to 1980-81	Number of Women PTIs established in 1981-82
	No. of institutes[b]	Total[a] enrolment per PTI	Female[a] enrolment per PTI	No. of[b] PTIs	Total[c] enrolment per PTI	Female enrolment per PTI		
Dhaka	11 (23)	176	47	11 (23)	163	69	22	1+2
Rajshahi	13 (27)	191	43	13 (27)	151	60	17	3
Chittagong	13 (27)	162	27	13 (27)	146	36	9	2
Khulna	11 (23)	194	39	11 (23)	97	54	15	2
Bangladesh	48 (100)	181	39	48 (100)	139	57	18	1+9

Source: Questionnaire response from PTIs.

Note: (a) Out of a total of 48, information on 4 PTIs (1 in Rajshahi and 3 in Chittagong) were not available.

(b) Figures within parentheses indicate percentage.

(c) Mymensingh Women's Training College in Dhaka division has had always a B.Ed. and a C.Ed. course. The C.Ed. course is the same as in the PTIs.

Four major points emerge from Table 8.5. First, female enrolment in Chittagong division was much less during the periods under study. In 1976-77, there were only 27 women per PTI in Chittagong Division compared to 47 women per PTI in Dhaka Division, followed by 43 in Rajshahi and 39 in Khulna divisions.

Second, after sustained development effort, the same trend continued with Chittagong division in 1980-81 recording the least number of female students, only 36 per PTI as against 69 in Dhaka, 60 in Rajshahi and 54 in Khulna divisions.

Third, in a situation of general improvement, minimum improvement was achieved in Chittagong division as against Dhaka receiving maximum benefit during the five-year period.

Fourth, the recent addition of exclusive women's PTIs does not seem to have adequately been based on observed needs.

Overall female enrolment improved and the PTIs, almost without exception, felt satisfied with recent enrolment increase. Only a few superintendents (like the one from Cox's Bazar) identified the problems related to low enrolment in PTIs.

8.4.3 Policy Changes

Reservation of 100 seats for pre-service trainees at each PTI, of which 90 per cent would solely be for women can be treated as a major factor in the influx of pre-service

woman trainees. The PTI superintendents strongly feel that the demand for pre-service training has greatly increased among women. This demand has been increasing every year. In 1980-81, the proportion of pre-service trainees showed a steep rise, almost four times higher, compared to the situation prevailing in 1976-77.

However limited the achievements are, the PTIs have produced a large number of trained woman teachers for the country's primary schools. Taking into account the negligible number of dropouts in PTI programme, it is estimated that approximately 10,000 women came out of PTIs during 1976-81 period.

Admission policies in Primary Teacher Training programme have significantly changed. Of the 200 seats per PTI, admission quota for pre-service candidates has been fixed at 100 of which 90 will be women. The ratio of 40:60 for male and female respectively to be maintained in in-service quota. Among other significant developments, the orders for conversion of 9 PTIs into exclusive Women's PTIs; relaxation of admission criteria for women (to admit 3rd division SSC); the relaxation of age-limit by extending it up to 28 years for women; the provision of increased residential facilities (creation of 50 seated hostels for women); provision of more financial assistance to women, are prominent.

8.4.4 Women's PTIs

The development target for 9 PTIs, expected to be reached by 1981-82, is learnt to have been delayed because of the delay in final government approval. But 9 PTIs have started functioning as women's PTIs. These are: (1) Patuakhali, (2) Bogra, (3) Sirajganj, (4) Pirojpur, (5) Gaibandha, (6) Maulvibazar, (7) Maijdee, (8) Netrokona, and (9) Madaripur.

The justification for these PTIs for conversion to Women's PTIs was based on issues that (a) development plans could not provide residential facilities for the said PTIs, (b) the Ministry of Women's Affairs wanted to do something to expedite teacher training programme, and (c) the selection of these PTIs was abitrary.

8.4.5 Enrolment in Women's PTIs

In 1981-82, the women's PTIs (including the C.Ed. course in Mymensingh Women's TTC) jointly enrolled 1,584 women, almost double the number of women admitted in the combined 37 general PTIs. This enrolment figure is more than double of what was in 1980-81 in the same PTIs (only 639) a year ago when these nine PTIs (excepting the women TTC, Mymensingh) were converted into Women's PTIs. The same trend is visible in 1982-83 when 1,432 were admitted in 9 women's PTIs

(excluding Serajganj for which no data were available). This clearly shows a very encouraging trend that, given the scope, women come forward to take advantage of the increased facilities. It can be read from Table 8.6.

TABLE 8.6

COMPARATIVE ENROLMENT SITUATION IN WOMEN'S PTIS

Name	Female Enrolment in		
	1979-80	1980-81	1981-82
1. Gaibandha	38	90	199
2. Bogra	26	67	202
3. Serajganj	38	38	109
4. Pirojpur	75	69	174
5. Patuakhali	44	108	200
6. Maijdee	41	48	205
7. Maulavibazar	22	17	130
8. Netrokona	30	62	170
9. Madaripur	38	67	200
Total	352	506	1589
10. Mymensingh(TTC, Women)	80	73	93
Grand Total	432	579	1682

Source: Questionnaire response received from PTIs.

8.4.6 Role of Stipend

Increase in the number of stipends and in the amout of money are marked policy changes. Following the policy of increased pre-service quota reservation for women, the number of stipends, reserved for women, has substantially increased since 1980-81. This factor, coupled with the increase in amount of stipend from Tk.60 to Tk.150 per month per head and a lump grant of Tk.500 since 1980-81 are the important measures behind increased female intake in the PTIs. Table 8.7 indicates the status of stipend facilities provided to woman trainees at PTIs.

TABLE 8.7

FEMALE STUDENTS IN PTIS AND THE STATUS OF STIPENDS

Divisions	1976-77		1980-81	
	F. Students	Female stipends	F. Students	Female stipends
Dhaka	491 (100.00)	322 (65.58)	767 (100.00)	629 (82.01)
Chittagong	266 (100.00)	92 (34.59)	359 (100.00)	297 (82.73)
Rajshahi	442 (100.00)	361 (81.67)	650 (100.00)	547 (84.15)
Khulna	396 (100.00)	287 (72.47)	597 (100.00)	493 (82.58)
Bangladesh	1595	1062		1966

Note: 1. For the year 1976-77 : 1 PTI in Dhaka division
3 PTIs in Chittagong division
2 PTIs in Rajshahi division
1 PTI in Khulna division

2. For the year 1980-81 : 1 PTI in Dhaka division
3 PTIs in Chittagong division
3 PTIs in Rajshahi division were excluded

3. Figures within parentheses indicate percentage.

Source: Questionnaire response received from PTIs.

8.4.7 Residential Facility

With a few exceptions, no residential facilities for women were available at PTIs, prior to 1980-81. Hostel accommodation in PTIs for women has acted as an added incentive to women to participate significantly beyond the immediate vicinity. The newly created residential facilities and the policy providing 50 seats to women in all PTIs have been provided since 1981-82. However, while some institutions report about the need for expansion of the available hostel facilities, many PTIs report that much of the facilities remain under utilized. This situation needs serious probing.

8.4.8 Increased Women Participation

The expanded opportunities have resulted in increased participation of women in the PTI programme. The ultimate goal of quantitative expansion in female enrolment is intimately tied to the issue of utilization of training about which the PTI concern has been expressed. The superintendents were unanimously vocal about the non-utilization of their female trainees and critical about the existing gaps in the recruitment process. They felt, "Some untrained hands are being appointed, though trained women are available".

Currently, the momentum for massive recruitment of women is found to be at a stand-still*. The crash recruitment

* Personal interview with personnel at DPI office.

programme for 5,000 woman teachers in early '80s has only partially been fulfilled and the vecuum for extra 10,000 teachers a year, created through normal demand due to promotion, retirement, deaths, etc., need to be pursued. For full utilization of PTI trained women, PTI superintendents have offered some suggestions which include:

a) Immediate provision of service to the already unemployed trained women;

b) The provision of service just after the publication of the result;

c) Certainty of employment on completion of training; Appointment of teachers should be made from a panel prepared on the basis of C-in-Ed. examination results instead of fresh test or interview for the purpose;

d) No untrained hand should be appointed;

e) Those who will pass the final examination, must be treated as empanelled for service automatically.

8.4.9 Need for Strengthening Residential Facilities

Some areas need expanded residential facilities while in others the facility remains under-utilized. Simultaneously, concern has been expressed about the desirability of improved model of residential facilities, currently being provided at the PTIs. In order to ease the situation, created by undesirable transplanted model one suggestion is

that either sleeping arrangement of bunker system must go or immediate small ceiling fans be fixed in the rooms. Also doors of rooms must have shutters.

The need for boundary wall around the hostel, in order to give the residents a feeling of security, has been keenly expressed by many. This warrants priority consideration. Inadequacy of water supply in the hostel demands immediate attention.

8.4.10 Stipend Policy Needs Re-consideration

The inadequacy of stipend has been mentioned as a significant hindrance to effective participation by women. Some of the inadequacies as mentioned by the questionnaire respondents are:

(1) all trainees do not receive stipend and those who receive have to wait for six months after admission;

(2) many women places for deputed in-service teachers remain vacant and some non-stipendary candidates are admitted in those places,

(3) Such non-stipendary students cannot continue their training due to financial difficulties and ultimately some of them drop-out.

The following major suggestions emerge from the responses:

a) all the female trainees should be awarded stipend;

b) the stipend should be paid regularly every month;

c) the rate of stipend should be increased.

8.4.11 Care for Woman Trainees' Children

Women's role as mothers puts heavy pressure on them during the training period. Pregnancy is an added problem which affects training. Trainees are not allowed to stay in the hostel with children. Some bring their babies carried by maid servants for feeding them. Some mothers even attend classes holding their babies on their laps.

Considering the heavy demand posed by the woman trainees to reside in the hostel with their children, superintendents have offered suggestions, like, (a) addition of cabin type accommodation to the existing hostels for those who would like to reside there with their small children; (b) introduction of day-care facilities for the children of the trainees; (c) introduction of MCH programmes to the PTIs.

8.4.12 Needs of the Deprived Areas

A study is needed to identify the extent of current inadequacy of physical facilities, which hinders effective participation of women at PTIs.

Responses from some PTIs show the backwardness of some areas which stand in the way of utilization of training programme. To quote one Superintendent:

> For long 15 years, the normal classes of Bhola PT Institute are being held in Govt. High School. As it has not hearth and home of its own, the trainees have been residing at different rented houses. Still the female trainees are residing in their respective houses.
>
> .....As this Institute has got no building, hostel, classroom accommodation, bathrooms, etc..... In this backward situation, the present enrolment of female trainees are much more than we expect.

Motivation for female education is needed in the areas, backward in respect of female education and lacking in facilities for female education and in the rural areas where the guardians are conservative. Campaign ~~programme~~ in schools and in the neighbourhood may help build the desired motivation. Also needed is the exapnsion of general facilities, like provision of at least one high school at the thana headquarters. The focus on the issue of female teachers at PTIs may also be strengthened, especially in more conservative areas which lag most in women's participation. The concern expressed by PTIs for full-time women hostel superintendents deserves consideration.

8.5 Teachers Training Colleges (TTCs)

8.5.1 An Overview

Teachers' Training Colleges constitute one of the most important segments in the field of teacher education in the country. The minimum entry requirement in such colleges for a one-year B.Ed. programme is a Bachelor's degree. The B.Ed. programme for secondary teachers is currently being pursued in 10 TTCs, some of which were upgraded from Junior Training Colleges. One of these colleges offers M.A. in Education programme and another has a non-taught M.Ed. programme. In addition, the Institute of Education and Research (IER) at Dhaka University offers several programmes, of which the One-year Diploma-in-Education, equivalent to B.Ed. is comparatively a recent addition to the Institute's overall activities.

The earliest of such programmes can be traced back to 1915 when it was known as the Normal School. Except the TTC for women at Mymensingh, the rest of the colleges offer co-educational programmes. From its very inception, the college started offering both the B.Ed. and the C.Ed. courses. From the very beginning, it catered to the needs of both in-service and pre-service students and stipend was provided to all.

Currently, the majority of the students at this TTC are from Mymensingh. In 1981-82, the proportion of such trainees was 70 per cent of the total. Enrolment in this college is decreasing due to lesser intake of students from other districts. (currently number of seats provided for C.Ed. and B.Ed. programmes stand at 100 and 200 respectively).

Started in 1960 with a class of 33 students, the Institute of Education and Research (IER) at Dhaka is the oldest and the largest of the six institutes functioning under the Dhaka University. The objectives of the Institute, according to the Statutes, as ammended upto June, 1980, are:

a) To promote and to provide facilities for advanced study and research in education;

b) To provide teaching, training and guidance in order to prepare candidates for the degrees of Master of Education and Doctor of Philosophy in Education of the University;

c) To provide courses of further study for those already qualified to engage in educational work; and

d) To provide services for those concerned with higher education in the University Teaching Departments and affiliated or constituent colleges.

The current programme offerings of IER are: (a) one year Diploma-in-Education course (first offered in 1974); (b) one-year M.Ed. programme (started in 1960) for graduates with a professional degree; (c) 2-year M.Ed. (first offered in 1965, stopped in 1966 and revived in 1982-83), and (d) Ph.D. in Education (normally a two-year programme, first offered in 1960).

Thus, although no female quota exists and no extra facility is given, the Diploma-in-Education programme, though not originally planned at the Institute is quite substantial in terms of female enrolment (see enrolment section). Although entry requirement is the same as in the B.Ed. course in TTCs, because of high pressure, the admission criteria are rigid (a candidate must be a graduate with two 2nd-divisions and must qualify at the Screening Test). Despite the strictness in entry requirement, this well-staffed and one of the most well facilitated Teacher Training Institutions, is turning out significant number of graduates every year.

8.5.2 Female Enrolment

In 1980-81 out of 2,172 students, there were 508 women (25.78 per cent) enrolled in TTCs, compared to 1976-77 when 516 women constituted 27.09 per cent of the total enrolment. In terms of overall situation, women's enrolment pattern showed very little change. The range of enrolment in individual

insitutions varied from 4 in Mymensingh men's TTC to 134 in Mymensingh women's TTC. In descending order, women's enrolment was 127 at Dhaka, 89 in Rajshahi, 55 at IER, (Dhaka) 53 at Chittagong, 52 at Khulna, 30 at Jessore, 11 at Comilla, 5 at Feni, and 4 at Mymensingh in 1980-81.

According to Dhaka TTC authorities "Pressure of female students seeking admission to this college is increasing every year". But the places are limited and hence the TTC cannot afford to admit them all.

8.5.3 Growth Pattern

Table 8.8 demonstrates that in the overall context, while both the total enrolment and men's enrolment have increased, women's enrolment has declined.

TABLE 8.8

GROWTH OF ENROLMENT IN TEACHERS' TRAINING COLLEGES IN BANGLADESH

	Year				
	1976-77	1977-78	1978-79	1979-80	1980-81
Male	1,386 (100)	1,460 (105)	1,490 (108)	1,534 (111)	1,664 (120)
Female	515 (100)	537 (104)	557 (108)	513 (100)	508 (99)
Both sexes	1,901 (100)	1,998 (105)	2,047 (108)	2,047 (108)	2,172 (114)

Source: College records.

Taking 1976-77 as the base year, women's enrolment, after slight initial increase, shows declining trend whereas men's enrolment increased by 20 per cent at the end of the five year period. Table 8.8 also shows that both the total enrolment and male enrolment shows constant increasing trend compared to women's enrolment which shows declining trend after 1979.

A division-wise breakdown shows that women's enrolment in Chittagong Division stands at the bottom, only 11.34 per cent of the total enrolment of all TTCs compared to 34.22 per cent in Dhaka Division. While proportion of enrolment in Dhaka division shows increase, Rajshahi and Khulna divisions maintain statusquo, women's enrolment in Chittagong division shows substantial decrease from 113 in 76-77 to 69 in 80-81.

8.5.4 Constraints in Female Participation

Minimum facilities exist for women in terms of residential facilities. In 1980-81, only 128 women resided in the TTC hostels. This represented only 22.85 per cent of the total enrolled women in TTCs. Mymensingh TTC for women had 59 per cent of the total female residents in all TTCs. With gradual decline in its enrolment, resident students also decreased from 105 in 1976-77 to 75 in 1980-81. Dhaka TTC (the oldest TTC established in 1909) has no residential facility for women. A 60 seated women's hostel

is currently (1982) under construction compared to a 250 seated existing hostel for men. Only one-third of the TTCs offer female residential facilities of some sort. Residential facilities for women have not increased over years. Enrolment seems to be low in places which cannot offer residential facilities to women. Thus, rural women are left out and the urban affluent, minority women mostly reap the fruits of development efforts.

Lack of residential facilities has been stated by the Principals as one of the major hindrances to the utilization of the TTC programmes by women. TTC, Khulna responds :

> the first and foremost problem concerning woman trainees of this college is the absence of hostel facilities. This problem can easily be solved by constructing a hostel for the woman students.

Similarly, Comilla TTC, which in (1982) provides accommodation to only women, mentions that the distance of the college from the town and insufficient hostel accommodation are major problems for female students.

The experience of Mymensingh Women TTC, the oldest in offering residential programme, suggests that given the facilities, 50-60 per cent of the enrollees are likely to avail of the residential facilities, the failure of which may affect the overall utilization of the total training effort.

8.5.5 Female Teachers

The TTCs inwhich the percentage of female teachers stands below 10 per cent national quota fixed for women, are: Comilla 7.14 per cent, Jessore 7.69 per cent, and Feni 0.1 per cent. The TTCs with higher percentages of female teachers are Mymensingh (69.23per cent), Dhaka TTC (41 per cent), IER, Dhaka (34 per cent), Rajshahi (33 per cent), Chittagong and Mymensingh (15 per cent), Khulna (9 per cent), Jessore and Comilla (7 per cent). In 1980-81 out of a total 181 teachers there were, in all, 48 woman teachers in TTCs or 26.52 per cent of the total teaching force, excluding IER.

The situation thus suggests that compared to PTIs, women have taken better advantages in TTC teaching positions and in some TTCs especially in Metropolitan Dhaka, representation of woman teachers is higher compared to that of woman students.

8.5.6 Stipend Situation

Except in Mymensingh Women's TTC where 100 per cent stipend goes to women, the range of stipend facility varies from 0.69 per cent in Feni to 50.46 per cent in IER, Dhaka. In decreasing order the situation in 1980-81 stood as follows: Mymensingh Women's TTC 100 per cent, IER 50 per cent, Chittagong 30 per cent, Rajshahi 19 per cent, Jessore 16 per cent, Khulna 15 per cent, Comilla 4.5 per cent, and Feni 0.7 per cent of the total enrolment.

The proportion of woman students receiving stipend, (although commensurates with the proportion of enrolment) shows a decrease especially at Feni, Comilla and Rajshahi. As men's enrolment has increased more in these places, they have benefitted more from stipendary facilities. Unless extra attention is paid to women and unless the tendency is checked, the gap may further widen against women.

8.5.7 Absorption of Trained Graduates

Nothing is known about the absorption of trained graduates, most of whom are pre-service trained. In the absence of any follow-up programme, TTCs are completely ignorant about the status of their trained graduates in their post-training period. A thorough survey is needed to study absorption and placement situations of the trained female graduates.

From the quick survey undertaken by FREPD, it is apparent that in the absence of corresponding facilities, urban women from the vicinity of TTCs get more training opportunities. Even those who are benefitted, their actual motivation for training need to be identified. There is a feeling that urban unemployed women, without much deeper motivation for joining the teaching force, avail of the facilities with the expectation of utilizing it only in urban areas. Since, there is provision of stipend, urban fresh graduates are

attracted to teacher training without much concern for the extra cost of training. A follow-up study is thus very much warranted.

As there is dearth of science teachers in rural schools, especially in rural girls' schools, training programmes must ensure meeting that need from among women. Attention need to be paid for revising admission criteria and attracting rural women to the training Institutions.

8.6 Physical Education

8.6.1 Concern : Shift in Role

The educational aspect of Physical Education seems to be lost in its current emphasis on recreation and sports. The domain of physical education is ambiguous in the National Plans. The FFYP mentioned need for strengthening the PE programme in the country's educational system but the TYP shifted the emphasis to sports and recreational activities. This shift in emphasis was materialized by transferring the College of PE from the Ministry of Education to that of Sports and Culture. The Directorate of Physical Education is linked with the Directorate of Education in the administrative and financing of the school PE programme.

According to The SFYP a new complex at Savar is to cater to the needs of physical education training programme, converting the existing College of PE to women's college. The development aspect of the programme, to be undertaken by the Directorate of Sports, will not share accountability to the Directorate of Education.

8.6.2 College of Physical Education, Dhaka

Sponsored by the Ministry of Sports and Culture the College of PE was established by the Government in 1954 as the sole teacher training institution in physical education. Initially, only the Certificate course in Physical Education was introduced which had no provision for admission of woman students. The provision for women's enrolment was first introduced in 1961. This decision was made considering the provision of hostel facilities and 25 seats were thus reserved for women. The Vice-Principal of the college stated that in the first year of admission one woman student registered for B.P.Ed. and 11 others entered the Certificate course. Upto 1965, although 25 seats were kept reserved for women, demand for enrolment always lagged far behind the reserved quota.

The year 1965 was marked by a change in the nature and duration of the Certificate course which was converted to a 10-month 'Junior Diploma Course (JDC)' with a provision for assumed 10 per cent increase of women's places each year.

According to this estimated quota, provision of woman places would have far increased by now. According to the college authorities, more women could be accommodated if they came for admission. But female enrolment never filled even the reserved 50 seats despite increase of stipend to Tk.100 and Tk.150 per month for all trainees and inspite of 4 female teachers on the staff and good residential facilities in the college.

8.6.3 Trend of Enrolment

Women's enrolment always lags behind, not only that of males but also of the available provision. Women's enrolment in physical education clearly speaks of an underutilized situation of the available facilities. This status of under-utilization arises from the following situation. The underutilization status is drawn out of 'enrolment' status as revealed in Table 8.9.

TABLE 8.9

FEMALE ENROLMENT SITUATION IN THE COLLEGE OF PHYSICAL EDUCATION

Year	Enrolment					
	B.P.Ed.			J.D.C.		
	T	F	F %	T	F	F %
1977	93	10	10.75	131	44	24.58
1978	74	6	8.11	79	40	32.25
1979	80	9	11.25	63	40	33.61
1980	59	6	10.16	49	27	23.54
1981	61	4	6.55	53	36	29.26
1982	75	11	14.66	191	24	

Source: College records.
Note: T= Total, F= Female, F% = Female percentage.

The following factors may serve as pointers to the situation : a) Although atleast 50 places are reserved for women in JDC, enrolment in last five years (1977-82) never reached this target. During this period women's enrolment varied from 20.38 per cent to 33.61 per cent. The same trend is observed in the B.P.Ed. course where the proprotion of female enrolment during 1977-82 varies from 6.55 per cent to 14 per cent. (b) During 1977-82, although proportion of women's enrolment has increased, there is declining trend in absolute number of women enrolled in JDC. This is a point of concern to the college authorities, especially in a situation where the college is expected to be converted to a full-fledged physical education college for women at the end of the SFYP period.

8.6.4 Female Participation

College authorities feel that inadequate amount of stipend is a factor in discouraging female enrolment, even though stipend facilities have substantially increased from Tk.20 per month in 1961 to Tk.100 → Tk.150 per month per trainees in 1981-82. But in addition to payment of usual fees and charges a trainee has to spend, on an average, about Tk.400 per month to meet all other expenses, including food and clothing. So the amount of stipend is insufficient to meet personal expenses of trainees.

8.6.5 Residential Facilities

All students are provided with residential facilities. College authorities felt that women's role as mothers discouraged them to utilize the facilities. Records reflect that majority of those who have so far lived in the hostel are from Dhaka, Tangail, Comilla or places within reach of easy communication to and from Dhaka. This aspect needs consideration.

8.6.6 Lack of Concern

Teachers training in physical education is a tokenism of effort. Lack of adequate concern is reflected in the overall perspective. Merely training of a physical education teacher is not enough to promote physical education programme at the institution's level. Supply of a trained teacher is only one of the inputs in the whole context. Currently, each government girls' school is bound to maintain a trained woman PE teacher. For non-government schools it is not compulsory yet. Even where a school maintains one, the trained teacher performs the role of an ordinary teacher in addition to her role of PE teacher.

Proper utilization of a trained PE teacher in any institution presupposes the existence of adequate playground, gymnasium, equipment, assistants to help the trained

teacher to run the programme effectively. Availability of adequate funds to operate the programme is also imperative in this context. The teacher training aspect has to be seen in this total perspective where the whole concept needs to be built into the total curriculum.

8.6.7 Playground

In the absence of adequate information it is only assumed that government girls' schools located at district and sub-divisional towns have atleast some playground facilities. Thus, it can be assumed that the girls studying in 63 Government Girls' schools are benefitted from playground and trained PE teachers. But, in the situation where majority of the girls at the secondary stages are beneficieries of the non-government institutions, with the biggest bulk being benefitted from the co-educational institutions, the availability of playground facilities need to be seen in a different perspective. The availability of playground facilities and maintenance of a trained PE teacher are not imperative on the part of the private girls' institutions.

The participation issue needs to be reviewed in the cultural context of teen-aged girls studying in co-educational institutions. Even if the inputs are available, can the girls utilize those in the given cultural context ?

8.6.8 Absence of Focus on Women

In allocation of grants women's focus is lacking. In 1981-82, out of a total of 165 schools which received government allocation for equipment purchases and development of gymnasium only 18 were girls' schools of which one-third were located in the district of Dhaka.

Although number of girls' schools has seen a manifold increase, women's physical education programme has not achieved its full status. The post of a Director for Women's programmes, although created as early as in 1950 still remains vacant. It demonstrates lack of adequate concern towards development of physical education programmes for women's institutions in the country.

The post of Directress of Physical Education, created in 1960 was down-graded to that of an Assistant Directress in 1969 . In the absence of adequate status for the woman in-charge of women's programmes, women's programmes became victims of status conflict.

This lack of status and lack of scope for upward mobility is acting as a serious disincentive to the existing and potential programme personnel. As a result, the overall effectiveness suffers and the existing programmes display mere tokenism of efforts.

8.7 Short-Term Teacher Training Programmes

Of the major short-term inservice teacher-training programmes, the following programmes play significant roles in helping teachers acquire required knowledge and skills in order to cope with the changes brought in the classrooms by the country's changing education system.

8.7.1 Academy for Fundamental Education (AFE), Mymensingh

Established in 1978 and sponsored by the Ministry of Education, one of the principal aims of the Academy was to improve the quality of primary education including nonformal education in the country. Improvement in the training of primary teachers is a central role of the Academy.

The Academy conducts short courses, re-orientation courses, seminars on primary curriculum, teacher-training, supervision, etc. All courses are for 3 weeks. Since 1978, the Academy conducted training courses for instructors and assistant superintendents of PTIs, TEOs, DEOs and Population Education Officers.

Women have received scanty benefits from the Academy's programmes. Of the 908 participants in the training courses there were only 2 women. As the Academy, in its training programmes, has focussed primarily on the PTI instructors, the programme did not benefit adequate number

of women because of the negligible number of women in PTIs. A perceptual constraint seems to exist in the planning of the AFE because the time of its inception was a period when the new focus was generated in staffing primary schools with more woman teachers. The failure is also observed in terms of residential facilities which cater to the needs of 70 male trainees with no provision for female trainees at all.

8.7.2 Population Education Programme (PEP) is a recent addition in the country's formal education system. Started in 1976 under the Ministry of Education, it is essentially an education programme, catering to the needs of teachers to develop an understanding of population issues. Among the six major objectives teacher-training is one.

The target of teacher training which is aimed at 50 participants per workshop at all levels of training, falls short of the expected target due to varied reasons, like lack of attendance and fund constraints. Approximately 43,000 teachers have so far been trained. Table 8.10 gives a picture of the training[4]

4. Islam, et. al, In-Service Primary Teacher Education in Bangladesh (Draft Report), Bangladesh National Commission for Unesco & ACEID, Unesco, Bangkok, Nov., 1981.

Table 8.10

NUMBER OF TEACHERS AND ADMINISTRATORS WHO RECEIVED TRAINING IN POPULATION EDUCATION

Category	Ist phase July '76-June, '80	2nd phase July, '80-June, '81	Duration of Training (days)
Key personnel	277	---	15
College Teachers	394	---	10
College Teachers	745	128	7
Secondary School Headmasters	6,390	---	7
Secondary School Teachers and Madrassah Teachers	---	1,743	7
Primary School Teachers	28,073	5,039	7*

* In the first phase duration was 10 days.

Primarily due to fund constraints, the programme duration ranging from 7 days to 10 days has been reduced to an uniform duration of 7 days for all types of clientele with teacher training remaining a major component in phase two. Phase two aims at training 67,000 teachers at all levels with its major focus on primary teachers. The training is pursued at thana, district and national levels with the help of modules and manuals specially prepared for the programmes.

In the absence of sexwise data it is merely an assumption that as the focus is mainly on training of primary school teachers, the majority of participants at the thana level are expected to be women.

It is also a matter of guess that participation of school teachers (majority of whom are expected to be women) in the training programmes at the thana-level is not affected by the location of training spot even though women have to commute quite a distance each day in order to participate in the programme.

8.7.3 Audio-Visual Education Centre (AVEC)

Established in 1961 under the Ministry of Education, the cehtre offers short-term teacher training programmes for use of audio-visual aids. Four to five short training courses are offered in a year for secondary and primary school teachers. The principal functions of the centre are to offer training programmes and services to the educational institutions in the following manner:

a) to train the school teachers in Audio-Visual Teaching Aids;

b) to distribute charts, modules, etc. in the schools;

c) to produce audio-visual teaching aids;

d) to demonstrate various educational films, slides, to educational institutions; and

e) to extend loan services of various audio-visual teaching aids.

Two-week courses are offered for the participants coming from outstations but three-week courses are offered for Dhaka, Narayanganj and Savar participants.

The training programme is addressed to in-service candidates. The number of female participants varied from 5 in 1980 to 114 in 1981*. Except in 1981, the number of women participating in the training programme seems negligible.

If one looks at the list of girls' schools which sent participants for training and received audio-visual materials, one can observe the pitiable situation of women (Table 8.11).

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* According to Office records.

TABLE 8.11

FEMALE PARTICIPATION IN A-V TRAINING PROGRAMMES

Year	Data provided by office (Nos.)	Data computed from office records (Nos.)
1977	9	10
1978	21	4
1979	--	--
1980	5	--
1981	114	5
1982	-	12

The office records also demonstrated that Dhaka city schools sent the highest number of trainees. City schools which cater to the needs of a small segment of population seem to have been favoured. Compared to the rest of the districts, for which only one seat is allocated for a whole district, Dhaka City alone has 5 seats. All the 12 woman participants in 1982 came from Dhaka city and adjoining areas. It seems that the selection process is responsible for this meagre female participation especially from the districts outside Dhaka.

It is apparent from the scanty information available that women's educational institutions lag far behind men's institutions in terms of receipt of audio-console sets

distributed to schools. Women's institutions formed only 22.17 per cent of the total recipients. Out of 990 sets women's institutions received only 216 sets. Out of 216 sets to women's institutions, 46 sets or 21.29 per cent went to the district of Dhaka, almost three times higher than the next largest number 17 or 7.87 per cent going to the district of Rangpur.

A look at the list of the schools receiving the sets demonstrate that, with a few exceptions, the vast majority of the sets went to the institutions located in urban areas where only a fraction of the total schools are located. The vast majority of the rural women's institutions remain deprived in this distribution system.

Preparation, maintenance, showing and lending of educational films and filmstrips to the educational institutions is one of the major components in the programme of AVEC. The 16 mm and 35 mm educational films and filmstrips are shown to school students. The available records indicate that of the 54 educational institutions where films were shown (between 1977-82) only 2 institutions were for women and these are located in Dhaka City.

8.7.4 **NIEAER**

The National Institute of Educational Administration, Extension and Research (NIEAER), previously known as

Bangladesh Educational Extension and Research Institute (BEERI), was established in 1952 and sponsored by the Ministry of Education. NIEAER offers short courses ranging from classroom subjects to mass literacy and varying from 7-14 days mostly for secondary school teachers. The Institute is equipped to handle several courses, seminars, workshops simultaneously.

Table 8.12 shows women's participation in the NIEAER courses.

TABLE 8.12

WOMEN'S PARTICIPATION IN NIEAER PROGRAMMES

	1980-81				1981-82			
	No. of Courses	No. of women	Total	% of women	No. of courses	No. of women	Total	% of women
School	53	119	1,605	(7.41)	22	22	311	(7.27)
College	9	11	139	(7.91)	10	17	199	(8.54)
Others	7	35	315	(11.11)	4	6	116	(5.17)

Source: Office Records.

CHAPTER IX

VOCATIONAL TRAINING PROGRAMMES

9.1 Introduction

Vocational/technical education programmes are of recent origin in the country. The Ahsanullah School of Engineering was upgraded to the status of a college in 1948. The Dhaka Polytechnic Institute was established in 1955. Concrete development of technical education virtually started with the establishment of the Directorate of Technical Education in 1960.

With the emergence of Bangladesh, technical education received much emphasis. The successive developmental plans point towards expansion of vocational and technical education. Recognising the need for shortage of intermediate level technicians and craftsmen, the FFYP put emphais on technical education, and proposed to expand the facilities for production of skilled workers by about 1,860 per cent and production of intermediate level technologists by 38 per cent at the end of plan period. There was, however, no specific focus on women's participation.

The Two Year Plan, in contrast to the FFYP put emphasis on women by planning the establishment of a separate Women's Polytechnic Institute at Dhaka. This plan, in line with development of VTI programme put special

emphasis on the introduction of vocational training courses for the unemployed and under-employed youth.

The SFYP in line with the expansion policy (a) emphasised the development of Monotechnics, (b) re-emphasised the establishment of Women's Polytechni (c) emphasized strengthening of technical teacher training programmes, and (d) planned for introduction of shift system in the existing polytechnics.

9.2 Vocational Training Institutes (VTIs)

The objective of the vocational training projects was to create skilled craftsmen to meet the needs of the farmers, industries and factories. Certificate courses in different VTIs are thus offered to train personnel for different vocation-oriented trades. These are generally two-year programmes and the minimum entry requirement is class VIII passed. The VTIs currently offer the following trade and craft courses : (a) Auto-diesel, (b) Electrician, (c) Farm Mechanics, (d) Foundry, (e) Machinist, (f) Weaving, (g) Wood working, (h) Welding, (i) Building mechanics, (j) Radio mechanics, (k) Plumbing, and (l) Pattern making.

The majority of VTIs offer only 2 trade courses. Of the trades offered in 32 VTIs, wood working is the most common trade while weaving is the least common one[1]. The programmes

1. FREPD, Evaluation of Vocational Training Institutes in Bangladesh, Dhaka, November, 1981.

under implementation are expected to offer four additional courses: (a) weaving and printing, (b) dress making, (c) radio repair and maintenance and (d) welding, fitting and forging.

VTIs have recently added two other programmes. These are: (a) Non-formal programme of six month duration, financed by the Youth Ministry which offers stipends of 150 Taka to each trainee, and (b) Swanirvar programme of varied courses ranging from 3-9 month duration where trainees have to pay tuition and other fees.

It is to note that both the formal and non-formal programmes at VTIs are offering similar courses.

9.3 Polytechnics

Polytechnics offer diploma courses to produce technicians & technical supervisors. The courses differ widely and have been designed to achieve their specific objectives in various fields. Besides the Polytechniques, Monotechnics offer specific courses to meet the needs of the mid-level technicians.

The diploma courses are offered in 17 Polytechnics Institutes situated at the district headquarters of the country. Total intake capacity of these institutes is about 4,000 every year and courses for diploma are available in twelve technologies[2]. These are:

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2. Directorate of Technical Education (Government of Bangladesh), Education and Training Facilities, Dhaka, 1982.

1. Architecture
2. Chemical
3. Electrical
4. Automobiles
5. Industrial Arts
6. Civil
7. Farm
8. Mechine shop
9. Mechanical
10. Radio and Electronics
11. Power
12. Electrical Installation and Maintenance.

Courses in (a) Foundry, (b) Air-conditioning and Refrigeration, (c) Food Technology are proposed to be introduced shortly. Diploma courses are of three years' duration. Minimum entry requirement is SSC. The syllabus and curriculum are prescribed by the Bangladesh Technical Education Board, which is also responsible for conducting examinations and awarding the diplomas.

9.4 Monotechnics

The Monotechnic programmes aim at specialization in a single branch of technology and are offered at the (a) Institute of Graphic Arts, (b) Bangladesh Textile Institute, (c) Institute of Leather Technology, (d) Institute of Glass and Ceramics, (e) Bangladesh Survey Institute, and (f) Commercial Institute. Except the Survey Institute, all the Monotechnics are located in Metropolitan Dhaka. The Institutes' intakes in the first year classes vary from 25 in Graphic Arts to 120 in Textile Technology. Entrance requirements

vary from Class VIII passed (for Artisan programme in Leather Technology) to HSC passed (for Diploma programmes in Leather Technology). The Institute of Graphic Arts also offers certificate courses in different printing trades in its evening programmes. The Institute of Leather Technology offers three different programmes: (a) Diploma in Leather Technology, (b) Certificate in Leather Technology and (c) Artisan in Foot-ware and Leather goods making.

9.5 Women's Participation

9.5.1 VTI Programme

Inspite of development of technical and vocational education in the country, women have benefitted very little. In the VTI programme, women have rarely participated. During 1976-81, except in one or two institutes, where only 1 or 2 women got admitted in VTIs, women did not participate in formal VTI programmes run by the Ministry of Education. Only in 1981-82 some women participated in 6-month modular non-formal training courses run at VTIs by the Youth Ministry. Some VTIs have recently added a token number of courses to attract women. Thus, in all, 95 women were found to be enrolled in VTIs in Non-formal programmes run by the Youth Ministry.[3] In June-July, 1982 some 23 women at Khagrachari

3. FREPD, Evaluation of Vocational Training Institutes in Bangladesh, Dhaka, Nov. 1981.

and 35 women at Jamalpur participated in recently introduced weaving courses. Another 17 women were in dress-making at Patuakhali.*

9.5.2 Monotechnics

The experiences of Monotechnics are not different from those of VTIs. Except in Bangladesh Textile Institute and Institute of Ceramics, each of which have, for the first time, registered only 2 women this year in their regular programmes. Women have never participated in the formal technical programmes, run at the Monotechnics under the sponsorship of the Ministry of Education.

9.5.3 Commercial Institutes

Women are found to take advantage of the two-years Diploma-in-Commerce course offered by the Dhaka Government Commercial Institute under the Ministry of Education. Out of 926 trainees enrolled at the Institute, there were 60 women, in the diploma course between 1976 and 1982**, which represents only 6.48 per cent of the total number admitted. Although some programmes are offered in the commercial sections of the polytechnics and a token number of women enrol

* Questionnaire response.
** Enquiries response.

sporadically in some of those, the Dhaka-based course proves very successful in terms of utilization of training by women.

9.5.4 Dhaka Government Commercial Institute

The largest group of the women beneficiaries are enrolled in the Dhaka Government Commercial Institute which runs one training course in Certificate in Secretarial Science. First offered in 1976, the one-year programme is offered exclusively for women and the classes are held in the afternoon. Although the intake capacity in the programme is 60, according to the college authorities, more women beyond the existing capacity are enrolled each year. Table 9.1 indicates that enrolment exceeds the intake capacity each year and percentage of success is very limited.

TABLE 9.1

FEMALE ENROLMENT IN DHAKA GOVERNMENT COMMERCIAL INSTITUTE

Year	No. enrolled	No. passed
1977	94	28
1978	94	36
1979	76	46
1980	82	42

Source: FREPD Questionnaire response.

9.5.5 Polytechnic Enrolment

The polytechnic diploma programme is predominantly male-oriented, women have rarely taken the benefits of such programme offerings. From 1972-73 to 1978-79, out of a total of 14,674 enrolled students, only 165 girls were admitted in the polytechnics[4]. Girls' enrolment constituted only 1.12 per cent of the total admission during this period. Although female enrolment is still negligible the enrolment figure shows increase, almost five times of the initial year's women students, by 1978-79. Table 9.2 shows the situation of women in polytechnics in post-independence period.

TABLE 9.2

FEMALE ENROLMENT SITUATION IN THE POLYTECHNICS

Year	Applicants			Admitted		
	Men	Women	Total	Men	Women	Total
1972-73	3,974	13	3,987	1,183	11	1,194
1973-74	3,437	14	3,451	1,648	11	1,659
1974-75	4,813	23	4,836	2,155	12	2,167
1975-76	4,290	29	4,319	1,921	23	1,944
1976-77	6,237	32	6,269	1,968	20	1,988
1977-78	12,405	74	12,479	2,726	34	2,760
1978-79	19,067	100	19,167	2,908	54	2,962
Total	54,043	285	54,328	14,509	165	14,674

Source: Based on Miyan, A. Report on Job Market Survey for Women, Dhaka, 1981.

4. Miyan, Alimullah, Report on Job Market Survey for Women, Dhaka, 1981, p.80.

Table 9.2 shows that women's participation has increased from 11 girls in 1972-73 to 54 in 1978-79. Women's enrolment has increased almost five times compared to men's whose enrolment has little more than doubled during this period. Although, enrolment increase is limited by the available capacity and job prospect, the increase in women's enrolment is significant. More woman applicants have qualified for admission into the polytechnics (58 per cent) compared to the proportion of man applicants (26.8 per cent). Desire for polytechnic education has increased among girls. This is demonstrated by the increasing number of woman applicants for admission in the existing Polytechnics. The urge for admission was rising slowly upto 1976-77. The number of woman applicants rose to 74 in 1977-78 compared to 32 in 1976-77 and it rose to 100 in 1978-79.

According to the statement of the Technical Directorate made to the PEC in its meeting on 20.10.82 with regard to establishment of a Women's Polytechnics, the total number of woman applicants in 1982-83 stands at 264 compared to 117 in the previous year. The demand for polytechnics education is the highest among women in metropolitan Dhaka and has greatly increased in a year's time. In 1982-83, out of 264 woman applicants, 120 applied in Dhaka Polytechnic alone. In 1981-82 only 49 women applied for admission in Dhaka polytechnic. The current demand for polytechnics

education among women in the districts in terms of applicants, stands at: Khulna 34, Bogra 32, Barisal 30, Mymensingh 18 and Chittagong 15. Among the divisional headquarters, Rajshahi has shown consistently lowest demand in terms of Polytechnic education among women over the years. The demand for Polytechnic education among women although limited is, however, encouraging despite the fact that men predominate the area.

9.6 Problems and Prospects of Female Participation

The formal vocational technical education programmes offered by the Ministry of Education have not attracted women. And if the same trend continues, the potential for women's participation will remain a pious desire. Policy to encourage women's participation is only a recent phenomenon. Although women were never barred from applying for admission, there was no clear instruction regarding women's enrolment. Many VTIs and Polytechnics mentioned* that lack of specific instruction from the Directorate of Technical Education (DTE) was the sole reason for not giving adequate thought to the enrolment of women.

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* Questionnaire response.

In pursuance of the policy of recruiting women for jobs, a number of inter-ministerial meetings were held in 1981 under the auspices of the Ministry of Women's Affairs where certain steps were resolved to be taken in order to encourage women's participation. These steps include:

(1) The Ministry of Education was to arrange for 10 per cent quota of scholarship for women in the field of technical education;

(2) The Directorate of Technical Education was to publicize the programmes and send publicity leaflets to Secondary and Higher Secondary schools at admission time. An educational trip to the Institutions was also advised in order to create interest among women and attract them. If necessary, separate hostel was to be provided for women;

(3) Based on such response, the problems of transport, residential facilities, and lack of separate toilet facilities for women in the Polytechnics were considered as hindrances to women's enrolment;

(4) The Directorate of Technical Education was instructed to issue necessary instructions to specifically reserve 20 seats for women in each Polytechnic in the Divisional Head Quarters;

(5) As the construction of hostels was a matter of time, the Education Ministry and the DTE were to rent a house for residential facilities of 20 girls in each

Divisional head quarter. The hiring and relevant expenditure for the purpose were to be borne from the development fund under the Ministry of Education.

9.6.1 Issues Related to Female Participation

Discussions with the Principals of the Dhaka-based Monotechnics revealed that lack of women's participation in their Institutions never received any serious attention before. Most of them confirmed women's capability for participation in such programmes. Some of them indicated their personal preference for suitability of women for certain programmes, like textile designing, artisan for ceramic work, composition, binding in printing related work, etc.

The Directorate of Technical Education expresses ignorance regarding the proportion and nature of women's participation and the overall effectiveness of their programmes in terms of utilization of their formal training, ~~however limited in its number of offerings~~. A vacuum seems to exist regarding knowledge about the overall perception, suitability and desirability of the types of technical training programmes conducted separately by the different Ministries which are not considered part of technical education. The recent mushroom growth of private technical institutes and commercial training centres which offer certificate courses not approved

by the Technical Education Board, also are not of any concern in the context of technical education. The DTE does not share any responsibility for the skill training programmes run in the name of non-formal education which are solely addressed to women for either new skills or to improve their existing skills.

The planners claim to be responsive to policy needs by maintaining 10 per cent quota for enrolment and recruitment of women. Circulars are sent to each polytechnic and open advertisements made clearly pronouncing openings for women at polytechnics. Even the 10 per cent quota which is not filled, is considered to be the effect of social context which again does not consider this type of formal education quite appropriate for women. It is possible that women's participation at VTIs was not thought of at the initial stage because of the very nature of those programmes.

Despite reservation of 20 seats for women in each polytechnic, the problem can assume a different magnitude because of other issues. The Dhaka Polytechnic's experience in 1982 was that despite women's rush for admission in the diploma engineering course many of them could not be admitted because, although girls fulfilled the minimum entry

requirements, they failed to succeed in the competition with a large number ofmale students who had higher marks.*

9.6.2 Residential Facilities

Although vocational and technical education programmes have covered elaborate residential facilities no provision exists for women anywhere. The issue of women's participation thus becomes a prey to a vicious circle; women don't participate because no residential facilities exists and residential facility is not provided because women don't participate.

The lack of residential facility is considered a major hindrance to women's participation and retention in the formal vocational and technical education programmes.** Unless residential facilities are created, very few women from outside Dhaka can participate in the Monotechnics programmes although such programmes are considered quite suitable for women. But on the other side, residential facility cannot be created and maintained unless participation is significant. Even if some residential facility is arranged the meagre amount of per head monthly stipend verying from Tk.60/- to 150/- is insufficient for the residential cost.

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* Response of the Principals sent to the DTE in support of Women's Polytechnic Project.

** Discussion with Principals of the Institutes and personnel at DTE.

9.6.3 Women's Polytechnic

Not much progress has been made in the scheme of women's polytechnic. The idea which found its place in the SFYP was practically abandoned due to fund shortage. The scheme for the establishment of a women's polytechnic at a cost of Tk.37.3 million was originally approved by ECNEC in June 1977. The scheme included introduction of diploma courses in Electronics, Architecture, Electro-Medical and Instrumentation and control Technologies after SSC. However, it could not be implemented because of non-availability of resources.

The Government of Bangladesh approached UNESCO in August 1980 for providing support through the co-operation programme in education between Saudi-Arabian Government and UNESCO for the implementation of the scheme. The Government of Saudi Arabia has been pleased to make available a grant of US$ 1.6 million for the implementation of the scheme and Tk.92 million will be available from local resources. It has, therefore, been decided to implement the scheme in phases; Phase I will cover only two technologies: Electronics and Architecture,

Although a feasibility study was prepared for DANIDA Mission and 4 acres of land was acquired in Dhaka city, lack of initiative caused delay in its implementation. Total

intake capacity of women's polytechnic will be 80 and total enrolment will be 240. The expected annual output of mid level woman technicians, on completion of project will be 64 i.e. 80 per cent of the enrolment in Electronics, Architecture and Drafting Technologies.

The scheme has been revived and is awaiting consideration at the level of the Planning Commission. If approved, it is expected to follow the pattern of the existing Polytechnics in terms of admission requirement and duration, but is expected to vary in respect of course offerings which will not only be limited in number, but the nature will be decided by its suitability for women in the country.

9.6.4 A New Initiative

The then National Women's Rehabilitation Board (NWRB) initiated a technical training programme for women in 1973. This polytechnic type programme was utilized significantly by women. The first batch of trainees consisted of 50 women, with academic qualification ranging from Class VIII to SSC passed. Many women came from outside Dhaka but about 50 per cent of the trainees dropped out due to lack of accommodation facilities in Dhaka. The programme consisted of courses in Electronics, Armature Welding, Civil Draftsmanship, etc. Failure to otbain

equipment and physical facilities prompted the NWRB to negotiate with the Mirpur Technical Institute to offer practical training. In 6 months' time, it is claimed, the students assembled 200 sewing machines, a few radio sets, repaired transistors and did electrical fittings. These jobs were done on a commercial basis.[5]

Training in the four courses was subsequently reduced to only one course in Civil Draftsmanship and was reserved for women. Although this course was previously open for both sexes, no woman even participated in the course before the training time was reduced from 2 years to six months. SSC passed women can participate in the course if they are nominated by the NWRB. The training institution awards certificates to successful trainees. There is neither any residential facility nor enough stipendary facility for women (only 4 stipends are given on merit).

It is reported that 80 per cent of the trained women are employed. Both in the 2-year programme and in the 6-month programme, utilization rate is very high. With an intake capacity of 40, except in 1982, enrolment varied from 38 to 40 during 1975-82. Number of dropouts varied from 4 to 7 during this period. Short duration of the programme and employability of women are considered as major facilitators of participation.

5. NWRB, Women's Work, Dhaka, 1974, pp. 19-20.

9.7 Women's Participation in Technical Programmes

The formal technical education programmes fail to recognize women's participation in the job training programmes run by different industries. Training on-the-job attracts women and facilitates their participation more than formal training in anticipation of jobs. The following experiences are suggestive of this contention.

Telephone Shilpa Sangstha Ltd. Tongi: Started in 1970, the Telephone Shilpa Sangstha, one of the biggest providers of women in industry, provides on-the-job training to approximately 100 women in assembling and testing work. It is a three-month on-the-job training programme for SSC passed women. The industry prefers women for its assembling plant because of their endurance for repetitive work, adjustment skill and level of output. The desirability of women for technical skill in this assembling and testing process dispell many myths about capability and participation of women in technical training.

Bangladesh Pharmaceuticals Industry: The Bangladesh Pharmaceuticals Industry (BPI) employs a large number of women. Similar programmes are offered by Squibb and others for technical training of women. Started in 1965 the industry prepared women for the job of Assistant Process Worker (grade C & B). It is a three-month training programme for

SSC passed women of 18-22 age group. Currently, 90 women are employed, mostly in packaging work, in this industry. Considering women's suitability for the light job, the packaging section of this industry is heavily dominated by women.

GSK Pharmaceuticals Industry, Savar: The Pharmaceuticals Industry run by Gono Shaystha Kendra (GSK) at Savar area near Dhaka has a large number of rural woman employees with little formal education. The industry has not only created employment prospect for women, it has demonstrated rural women's competence in technical skill, so long parceived to be areas ill-suited for rural Bangladeshi women.

9.8. The Ministry of Education's Role in Vocational Education

The over-emphasis placed on the formal sector of vocational education ignores the vast sector of non-formal skill-training programmes which uptil now occupies the biggest share of vocation-oriented programmes for women. The Ministry of Education does not quite play a positive role towards women's participation in vocational education programmes. The need for preparation of mid -level trained technicians in various fields is only partially met by the Education Ministry. Ministries of Health and Population

Control and Rural Development and Cooperatives as also small Industries Corporation prepare thousands of mid-level artisan women for income earning projects by offering progfammes of pre-service and in-service training. The roles of other organizations are also important. Bangladesh Sericulture Research and Training Institute, Rajshahi offers a special course on Charka and Endi-rearing for training of poor landless women. The training course catered to 150 and 224 women in Charka and Work training respectively in 1981 and 82.

The skill training programmes for women, mostly run by NGOs, are still on a token scale and emerge out of the effort of pre-dominantly women's voluntary organizations. In 1981 as many as 326 women's organizations offered skill-training programmes for women to facilitate women's income generation. Majority of these programmes have short gestation period and they mostly benefit women with little or no formal education.

9.9 Women Run Mills

"Rice Husking Energy Project" with a Pilot Mill at Narayanganj, a joint venture of Kumudini Trust and the Asia Foundation demonstrates that given the appropriate technical knowledge and skill, illiterate rural women can play a significant role in husking industry. The pilot project which

has been expanded later in three locations in Tangail district under Grameen Bank Prokolpa has been functioning for one year and is a clear indication of the appreciation of appropriate technology to help women learn technical skills and thereby secure employment in small rice mills. The small rice mills do not displace women labour in the village situation.

The experimental mill at Narayanganj is run by a five horse-power engine. It has, on its own complex, a laboratory, a foundry, a mill, godowns, shades to hold chula, etc. The training programme for women was conducted locally and was appropriate for them. Currently, women are completely running this mill with full knowledge and skill of management, repairing and fixing. This small experiment is claimed to have achieved not only the immediate objective of the project but, has achieved better perception towards women's capability which is a imperative for achieving long-term objective.

Similarly, simple technology like Fazilat Chula or Sheba Chula (a type of cooking stove) discovered by a woman in the country, is reported to be an efficient and appropriate technology to save fuel consumption by about 30 to 40 per cent, reducing smoke and cooking time. The stove is produced in home-based industry at Rangpur, mass production of which is being hampered for lack of funds.

Training programmes for women aimed at commercial production of these devices will not only generate employment but will add significantly to the innovation of appropriate technology to help rural women reduce their drudgeries which will improve their quality of life.

9.10 Need for New Programme Offerings

The offerings in vocational and technical training programmes are neither based on needs nor attracting women. The current courses for preparation of machinists are inappropriate in the rural context.

In a recent evaluation report[6] of the existing VTIs it has been observed that only 33 per cent of the trained VTI incumbents are employed leaving the vast majority to a situation where expectations have been raised with training but the condition has not been created to offer scope for utilization of the training. Similarly, only 10 per cent of the trained participants are able to be self-employed because of the gaps existing between training effort and the scope for employment promotion.

The establishment of Women's Polytechnic with its added facilities is expected to offer immense potential for women's participation, especially in terms of breaking

6. FREPD, Evaluation of Vocational Training Institutes in Bangladesh, Dhaka, November, 1981.

the barriers. However, unless attention is paid to attract women from the countryside it is likely that the major benefits of this facility will mostly be used by the women of metropolitan Dhaka. The scheme, based on a feasibility study in Metropolitan Dhaka, may prove biased in terms of needs of Bangladeshi women.

Since the formal programmes lag behind non-formal programmes, the focus of vocational programmes must, therefore, be directed to strengthen the existing non-formal education efforts catering, to some extent, to meet the needs of the vast majority of women not covered by formal education. The failure of vocational education programmes suggests that instead of imposing new skills and knowledge for which no employment market exists, programme content must be built within the appropriate socio-economic context.

A look at women's on-going skill training programmes suggests that the programmes are faced with many difficulties among which absence of facilities for teacher training is of crucial concern. The expressed need for training techniques, methodology and skills calls for strengthening the formal programmes. Upgrading of existing skills and introduction of certain new ones are also of importance.

The DTE can possibly play a significant role in improving vocational training organized by NGOs. The programmes need to be reviewed, streamlined and standardized. The quality of training depends, among others, upon the contents of training, trainers' skills and knowledge to help the trainees improve their ability. The art of designing the work is crucial even in many stereotyped programmes like sewing. Garment making, for example, calls for improving the design as well as setting up of the mechanism for ensuring quality. Inadequacies in basic skill training relating to designing, finishing and quality control cause to suffer many nonformal education programmes. The DTE may possibly shift its emphasis from merely the formal sector to a vast non-formal sector by undertaking a new role by meeting the challenges and the training needs expressed by the non-formal vocation oriented training programmes, which focus on women.

The future directions instead of being grafted from outside, must be built into the appropriate context. With widespread unemployment, underemployment and poverty, rural non-farm sector in general and rural industries in particular are considered to be potentially very significant sources of employment and income. A recent study, Rural Industries Study Project identified that the industrial occupation has been found to be more important among the women and the landless, two of the most disadvantaged group in the society.[7]

7. BIDS, Rural Industries Study Project, Dhaka, Feb. 1981.

One third of of the total workers engaged in rural industries, which are predominantly family based, are women. Among woman workers, 59 per cent are engaged in rural industries alone compared to 17 per cent men. While men are mostly either proprietors, or employed as wage labourers, most of women work in rural industries as unpaid family labourers.

Among all rural occupations, participation of women is prominent in rural industries organized on family basis within the homestead. This implies that expansion in women's employment can take place through rural industrialization programmes if organized on family basis. In a large number of industries, especially in textile, cane and bamboo products, more than 40 per cent of the workers are women. Of the total female workers 63 per cent are engaged in textile industry alone and in weaving they have the biggest involvement.

Considering women's role in the economy which uptil now is unrecognized or underrecognized to a great extent, training for technology must aim at development of cottage industry. This is desired on the basis of employment generation as well as marketability and export potential of the products. Training for rural industrialization has receive priority. Development of training programmes aimed at handloom industry, sericulture and silk industry, diversification of jute crafts, cane and bamboo products, leather, etc.,

which already employ large number of women labour, may be important areas for development of training programmes.

Whatever be the form and magnitude, the new direction must focus on the programme support for development of appropriate technology in order to reduce the burden and drudgery that poverty-striken women face in their daily chores. Programme support is needed to identify and develop the much-needed time-saving techniques, which will release women's time and energy for better and wider development purposes. In this connection a compiled handbook showing useful and simple technology appropriate for rural women deserve consideration.

Considering the role of non-formal programmes attached to VTIs for attracting women, the future direction of programmes must not only provide for selection of appropriate skills suitable for rural Bangladeshi women (current formal and non-formal VTI programmes are varying with each other in providing some skills), but also the mode of offering must be built into the appropriate context. Taking the lessons from non-formal VTI programmes and evening trade courses, it needs to be considered whether more appropriately designed non-formal programmes for women can be offered.

CHRETER X

NONFORMAL EDUCATION

A. LITERACY

10.1 Introduction

Formal education in Bangladesh, though it brings economic rewards and social status, has been able to make a small fragment of women population literate (about 14 per cent according to 1974 census). A number of reasons are responsible for such a low rate of literacy. Formal education requires huge investment of time and monetary resources, which woman members of a poverty stricken society are unable to afford.

But low cost meaningful learning could be provided to them through organized activities outside the formal education system. A large number of women population who were not covered by the formal school system or who dropped out of the system could be covered by nonformal programmes which are more diverse and flexible in nature. Since liberation, many public and private agencies have been working for women's emancipation through nonformal approach. Despite limitations, a number of them has achieved some success. Some nonformal enterprises have been described in this chapter.

10.2 Pre-1980 position

The literacy scene in Bangladesh presents a disconcerting picture. The percentage of literacy, calculated on the basis of population of age 5 and above, was only 21 per cent in 1951, 19.9 per cent in 1961 and 22.2 per cent in 1974.

Strictly speaking, the literacy rates of 1851, 1961 and 1974 were not directly comparable because the criteria of literacy was different in different years. In 1951 census a person was considered literate if he/she could only read any language in print, this included those Muslims who could read the holy Quran in Arabic without understanding. In 1961 Census literacy was defined as "the ability to read with understanding a short statement on every day life"; this definition did not consider ability to write. The definition adopted for 1974 census was 'ability to read and write a simple letter in any of the four languages viz., Bangla, Urdu, English and Arabic'. This was in conformity with UNESCO definition. It is estimated that if 1974 criterion is applied to the earlier census figures, 1951 percentage would reduce approximately to 18.0 per cent and 1961 percentage to 19.0 per cent.

It has been commented:

> that the literacy rate did not deteriorate during the last quarter of a century must not give rise to any complecency. During the last 17 years (1961-1978) the number of literate persons in the country increased by only 5.72 million whereas the number of illiterates rose by 19.0 million; this signifie that for every 10 additional persons made literate more that 33 persons swelled the rank of illiterates. Over the last fifty years we have been hearing about literacy campaigns; these sporadic uncoordinated efforts did not yield any visible improvement whatsoever, the initial ventures were mainly undertaken by inspired individuals.[1]

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1. Md. Ferdouse Khan, Literacy and Bangladesh, BACE, Dhaka: 1979.

A comparative picture of literacy rates for 1974 and 1961 can be seen in Table 10.1.

TABLE 10.1

PERCENTAGE OF LITERATES BY DIVISION FOR THE YEARS 1961 AND 1974

Sex	Divisions									
	Rajshahi		Khulna		Dhaka		Chittagong		Bangladesh	
	1961	1974	1961	1974	1961	1974	1961	1974	1961	1974
Total	18.1	18.5	25.5	25.9	17.9	20.5	22.6	24.5	19.9	22.2
Male	27.5	26.4	31.2	34.1	25.9	27.3	33.1	32.9	29.3	29.9
Female	7.7	10.2	10.7	17.1	9.0	12.9	11.0	15.2	9.6	13.7

Source: Appendix Table A 10.1.

10.2.1 Literacy Situation

From table 10.1 it is found that female literacy in 1974 was 13.7 per cent as against 29.9 per cent for male indicating a sex-differential of 16.2 per cent. The range of variation of literacy rates for women in various districts as evident from Appendix table A10.1 was between 23.3 per cent in Barisal and 8.1 per cent in Rangpur. Whereas that for men was between 38.5 per cent in Chittagong and 20.6 per cent in Mymensingh. As many as 12 districts had female literacy rates below the national average of literacy 13.7 per cent. These districts were: Rangpur (8.1 per cent), Chittagong Hill Tracts (8.6 per cent), Mymensingh (9.5 per cent), Pabna (9.8 per cent), Tangail (10.4 per cent), Kushtia (10.6 per cent), Dinajpur (10.6 per cent), Rajshahi (11.4 per cent),

Faridpur (11.9 per cent), Sylhet (12.2 per cent), Jessore (12.9 per cent), and Bogra (13.1 per cent). It may be noted that all districts of Rajshahi division had female literacy rates below 13.7 per cent in 1974.

Female literacy was above 13.7 per cent in only 7 districts: Khulna (18.1 per cent), Bakerganj (22.3 per cent), Patuakhali (18.4 per cent), Dhaka (17.5 per cent), Comilla (14.6 per cent), Noakhali (16.2 per cent) and Chittagong (19.6 per cent) in 1974.

TABLE 10.2

LITERACY RATES IN BANGLADESH BY SEX AND AREA OBTAINED IN THE CENSUSES OF 1961 AND 1974

Sex	All areas		Average	Urban		Average	Rural		Average
	1961	1974	annual increase	1961	1974	annual increase	1961	1974	annual increse
Total	16.3	20.2	+0.30	37.5	37.7	+0.02	15.1	18.5	+0.26
Male	24.2	27.6	+0.26	46.4	45.3	-0.08	22.8	25.7	+0.26
Female	7.8	12.2	+0.34	24.8	27.9	+0.24	7.0	10.9	+0.30

Sources: 1961 Population Census of Pakistan, 1961; Literacy and Education census bulletin 4, Table 1, pp.2-3; 1974 Census Data, Tables 4 and 11.

Table 10.2 compares literacy rates in 1961 and 1974 censuses for total, urban and rural population. The rate for Bangladesh, was slightly higher in 1974 than in 1961. Male literacy rate rose from 7.8 per cent to 12.2 per cent

between 1961 and 1974. If, however, one considers the rates by urban and rural areas, one discovers that the percentage of male literates registered a slight fall from 46.3 per cent in 1974. This fall is probably due to urban expansion including a large influx of literate men in search of work.

10.2.2 Sex Differential in Literacy

One study has given an account of different aspects of literacy sex differential in Bangladesh. The major findings of the study are indicated below:

(i) Female literacy has lagged behind that of males, and women's pace of improvement has been much slower than that of men. Between 1901 and 1974, the rate of improvement for women was 2 per cent compared to 3 per cent for men. The comparatively steeper rate of 3 per cent for women compared to .06 per cent for men for 1961-74 reflects the result of increased attention to female education. The differential in male-female literacy rates has widened from 9.4 per cent in 1901 to 16.2 per cent in 1974.

(ii) The differences between male-female rates are greater in the districts with higher overall literacy rates. The gap in male-female literacy rates is lower in the areas with low literacy rates for both male and female population.

(iii) The urban literacy rates among women during 1974 in 5-14, 15-24 and 25 and above age groups were 31.03 per cent; 43.25 per cent and 23.52 per cent respectively, compared to 14.76 per cent, 18.20 per cent and 7.58 per cent respectively among women in the rural areas. These estimates mean that rural women of 25 years and above age-group are the most disadvantaged. Literacy rate of this group is 7.56 per cent, the lowest compared to younger age groups. The literacy rate of the same age group in the urban areas is found to be 23.52 per cent. Literacy rate of rural men of the same age group is 28.09 per cent.

(iv) The improvement in female literacy rates between 1961 and 1974 varies from 2.5 per cent to 6.4 per cent in the different divisions of Bangladesh. An examination of the difference in literacy rates between 1961 and 1974 shows that the literacy rate has improved more in those districts where it was already high in 1961. Only 2 per cent improvement was recorded in four districts - Rangpur, Pabna, Tangail, and Mymensingh and 9 per cent improvement was recorded in Bakerganj district.

(v) The rate of change in the level of urbanization between 1961 and 1974 stands at 2 per cent. Urbanization has not significantly changed the female literacy situation in the districts of Bangladesh[2].

2. Shamima Islam, Women's Education in Bangladesh, FREPD, Dhaka, 1982.

10.2.3 Motivational Aspect of Adult Literacy

FREPD conducted a survey of six selected adult literacy centres (3 rural and 3 urban) with a view to finding out the major factors of motivation of the participants. Their findings are summarized below:

(i) The continuation rate of participants in all the centres surveyed was 34.83 per cent.

(ii) Rural male continuation rate of 55.22 per cent was higher than the rural female continuation rate of 47.82 per cent. In ruban areas continuation rate for men was nil and that of women was 11.11 per cent.

(iii) All Adult participants as well as teachers, showed a positive attitude towards the literacy programme, but the continuation rate was exceedingly low.

(iv) The most important reasons for the participants joining the adult literacy programme were: (a) to learn how to read books, letters, and (b) to be able to write letters. Other reasons were: (a) to gain social progress, (b) to help teach their own children, (c) to follow religious teachings, (d) to participate in social and national work and (e) to earn money.[3]

3. FREPD, Adult Literacy Motivation, Dhaka, 1979.

10.2.4 Selected Organizations Engaged in Adult Literacy

(i) Government literacy Centres

In 1963 Government created an Adult Education Section in the Education Directorate and through it a modest pilot project in Adult Education was launched. This pilot project now covers selected areas in eight thanas only. According to the 1978 unpublished report supplied by the ADPI, Adult Education, Comilla, there were 695 male and 671 female Adult Literacy Centres in Bangladesh. Table 10.3 gives the details.

TABLE 10.3

DISTRICTWISE DISTRIBUTION OF ADULT LITERACY CENTRES IN 8 THANAS OF BANGLADESH UNDER THE PILOT PROJECT IN ADULT EDUCATION

District	Thana	Male centres	Female centres
Comilla	Kotwali	50	42
Jessore	Magura	84	84
Khulna	Kotwali	85	80
Rangpur	Gaibandha	115	105
Faridpur	Kotwali	76	79
Rajshahi	Natore	86	121
Mymensingh	Gouripur	117	101
Chittagong	Cox's Bazar	82	59
Total		695	671

So far, the Adult Education section has trained about 12,181 literacy teachers, opened 1,539 literacy centres, and turned out a total of 2,39,425 literates (~~537,06 these enrolled~~), of whom about 1,52,000 received the third stage certificate. They produced three graded primers, a few teachers' guides and 57 follow-up books. It seems that for lack of adequate government support, the experimental project could not expand appreciably.

(ii) Bangladesh Rural Advancement Committee (BRAC)

BRAC was organized in February 1972 in response to the humanitarian needs of Bangladesh following the wide spread devastation brought about by the war of liberation in 1971. Presently BRAC has a number of development projects in Sulla, Jamalpur, Rajshahi, Jalchhatra, Manikganj, Jessore, and Satura. The largest of the projects, in terms of scope and activities, is the Sulla project in the district of Sylhet, an integrated rural development project covering some 1,20,000 people . They have produced good reading materials on adult education (not 'adult literacy' as such) and they circulate a monthly newspaper for the neoliterates.

(iii) Jatiya Tarun Sangha (JTS)

Jatiya Tarun Shangha, the National Youth Organization, was established in 1966. One of its main aims is to remove illiteracy. In the course of fulfilling this aim it has

established primary schools, adult education centres and night schools totalling some 60 institutions throughout the country. The Shangha published a paper entitled "Tarun". Due to lack of initiative on the part of the participants, the efforts appear to be declining.

(iv) Bangladesh Samabaya Union (BSU)

The Bangladesh Samabaya union, a national co-operative organization, established in 1960, initiated a pilot project in 1972. This pilot project started working in 52 thanas where there were Thana Central Co-operative Associations (TCCA) and integrated Rural Development Programme (IRDP) with the objective of giving mass education in agriculture and co-operatives and also to make mass education a work-oriented functional education programme. A scheme to open 80,000 adult education centres throughout the country was initiated by the Union. The programme which started with great enthusiasm, was entirely discontinued by 1975.

(v) Bangladesh Shakkhrata Samity (BSS)

In November 1975 Bangladesh Shakkharata Samity (Bangladesh Literacy Association) came into existence. In July 1978 the Samity formally introduced a night school for literacy at East Khilgaon Government Primary School under the Khilgaon Model Project. Hundreds of illiterate adults have been admitted and the Samity has given them books,

exercise books, pencils, etc., free of charge. The success of the Samity in this respect is not quite upto the mark.

(vi) The Community Development Foundation (CDF)

The CDF is a foreign voluntary organization which has undertaken a number of functional literacy programmes in various parts of Bangladesh. In September 1976, it started five centres to educate 150 males and females in the village Rashid Deohata in the district of Tangail and 6 centres in the village Kunda in Comilla. In July 1976, 3 male and 3 female centres were opened in village Jabra of Dhaka district. In July 1977, 3 centres in Gokarno of Comilla were set up. The main goal of CDF's programme was to improve the socio-economic conditions of rural inhabitants by encouraging them to achieve some level of literady, numeracy, practical knowledge and skills. The ultimate efforts of the CDF programme is insignificant.

(vii) Bangladesh Jatio Mohila Sangstha (BJMS)

Jatio Mohila Sangstha, a powerful women's organization, has been running, with some success, a number of female centres at Dhaka and elsewhere; literacy is taught together with the teaching of handicrafts.

10.2.5 Mass Education Programmes under SFYP

1) The SFYP of Bangladesh accepted that "illiteracy is a barrier to socio-economic development" and hoped to make all illiterates of 10-45 age-group (numbering about 40 million) literate during 1980-85 at a cost of Tk.960 million. The following inputs were proposed to be supplied:

i) ~~Supply of~~ 40 million text-books and 40 million pencils free of cost.

ii) Training of resource personnel, supervisors, and squad-members.

iii) Establishment of a Directorate of Mass Education at the national level with overall responsibility of implementation and coordination.

iv) Appointment of oficers at the District and Sub-divisional levels.

2) The Mass Education Scheme[4], approved for inclusion in the SFYP, involved a total cost of Tk.973 million including Tk.500 million private contribution which was shown as investment cost against voluntary services to ~~been~~ be rendered by two teaching squads of three members each in every village. The major components of the scheme were:

4. Ministry of Education, Government of the People's Republic of Bangladesh, Scheme for Mass Education Programme, (August, 1980).

a) Creation of an organizational structure for management and administration. A separate Directorate of Primary and Mass Education had been proposed to be established and District Mass Education Officers, Thana Mass Education Officers and Union Mass Education Organizers had been proposed to be appointed.

b) Development and printing of literacy Primers and other materials for the use of 40 million illiterates.

c) Training of teachers, trainers of teachers and other key persons.

d) Rewards to literacy teachers and Gram Sarkers for outstanding work.

e) Construction of office accommodation for the Directorate and other subordinate offices.

10.3 Post-1980 Position

For the first time in the history of the country a massive literacy programme was undertaken by the Government with effect from 21st of February, 1980, at the instance of the then President of the country. The target was to make 10 million illiterate people of the 11-45 age-group literate by December, 1980 and a sum of Tk.40 million was earmarked for it. Subsequently this programmes was called

the first phase of the Mass Education Programme and its duration was extended upto June 1981.

Information collected from Government sources indicate that during this first phase (upto June 1981) country-wide campaign was launched, 10.40 million books were printed for free distribution (of which 9.07 million were distributed), 517 education officers and 1,57,000 literacy teachers were given orientation training and 3.24 million illiterates were enrolled with the literacy centres (the number attaining literacy has not been given, which is estimated to be much lower). Total amount spend was Tk.30 million.

It is evident that the crash programme failed to achieve its target by a wide margin. Commenting on this, it has been stated that:

> It failed to achieve the desired measures of success mainly because of the following:
>
> a) The programme was launched in a hurry without adequate preparatory arrangements. Specially written Primers were printed in 10 million copies and widely distributed but scant attention was paid to provision of methodological guidance & training to the literacy teachers and workers.
>
> b) Effective organizational arrangements to cope with the task have not been fully evolved.

c) Steps have not been taken to produce and supply suitable follow-up literatures for the neoliterates; without such literature the literacy skills already acquired will quickly be lost.

d) The literate population of the country was not properly mobilised, nor the illiterate adults adequately motivated.[5]

10.3.1 The Second Phase of the Mass Education Programme

With effect from July 1980, the SFYP period commenced and a comprehensive scheme for mass-education involving a total cost of Tk.400 million (excluding private contribution) was included therein, with a view to covering additional 40 million illiterates of age 11-45 by June 1985. The first phase of the programme beyond June, 1980, became automatically a part of the second plan project, which was called the second phase of the programme.

Progress during the second phase (upto June, 1982) has been reported as follows:

105 lakhs of books have been printed which have not yet been distributed, one ADC (mass-literacy) for each district and one mass-union education organiser for each union were appointed in the later part of 1981; 4,341 officers and 376 teachers were given short-course training; and 37.28 lakhs illiterates have been covered. A total amount of Tk.3.17 crore has so far been spent.[6]

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5. Md. Ferdouse Khan, Review Report on Nonformal Education and Training; UNDP/ILO Project BGD/79/028, Oct., 1981.

6. The Ministry of Education, Report of the Mass Education Programme Evaluation Committee, Dhaka, 1982.

From the latest report submitted by the District Officers to the Ministry of Education it appears that since the inception of the programme upto June 1982, a total of 6.96 million illiterates (including 2.44 million women) were enrolled in the literacy centres, of whom only 3.70 million (2.33 million men and 1.37 million women) completed literacy courses of a duration of one month or more. The report referred to above can be seen in Appendix table A 10.2.

10.3.2 Evaluation of the Mass Education Programme

In early 1982 Government considered it necessary to conduct an evaluation of the mass education programme launched in February, 1980 in order to get a reliable assessment of its success or failure. With that end in view a Mass Education Programme Evaluation Committee was formed under the Chairmanship of Mr. Md. Ferdouse Khan. An intensive survey was conducted in 570 randomly selected villages spread over 57 randomly selected thanas (at the rate of 10 villages in each thana) of 19 Districts (Chittagong Hill Tracts and Bandarban Districts were excluded). Detailed data were collected and analysed in respect of those 570 villages. The committee submitted their report to the Education Ministry in August, 1982.

The major findings of the Committee are briefly reported below:

1) An estimated 23.4 lakhs learners (24% of whom i.e. 4.89 lakhs are female) got enrolled at the literacy centres from February 1980 to June, 1982 as against official figure of 68.7 lakhs. The learners belonging to the age-range 11-35 years represented 87%of the total enrolment.

26% i.e. 6.7 lakhs of the enrolled learners (5.17 lakhs male and 1.53 lakhs female) became literate. Divisionwise percentages of such literates are: Khulna 35%, Chittagong 30%, Dacca 28% and Rajshahi 16%. Sexwise 28% of males and 26% of females became literate . It appears that participation and achievement of females of rural areas in the literacy programme have been quite encouraging.

It has also been found that 40% of the neoliterates could do elementary reading, writing and calculation with comparative ease.

2) The total number of literacy centres in the country is estimated to be 62,869, approximately 9 centres for every 10 villages. Only 5% of the literacy centres are exclusively for women. 54% of the centres were located in dwelling houses, 37% in schools and only 2% in Mosques. 20,6999 centres were opened upto December, 1980 and 26,175 during the whole year of 1981, and 15,662 between January to June 1982.

3) An estimated 1,34,950 teachers (1,17,337 male and 17,613 female) were found to be working in the 62,869 centres. 50% of the teachers belonged to the age group 21-30 and 24% to age group 31-40.

4) An estimated 34,75,950 Primers of three varieties were received at the centres; of these, 29.42 lakhs were distributed to the learners.

5) In the opinion of the teachers and other village leaders the principal bottlenecks impeding the progress of the literacy drive are: (a) lack

of logistic support, (b) lack of motivation on the part of the learners, (c) shortage of literacy teachers willing to work for a long period without remuneration and (d) lack of supervision.

6) Despite rather low out-turn of neoliterates, the programme has produced a wholesome impact throughout the country.

7) None of the voluntary organizations now engaged in mass-literacy work have developed the kind of competence required for undertaking any massive literady programme. Their activities are confined to some small project areas and all of them together could cover, according to their own estimates, only about one lakh illiterates during the past seven years.[7]

10.4 Future Scope of Current Endeavour and Suggestions for Innovative Efforts

The Report of the Mass Education Programme Evaluation Committee has stated (at page 46) that:

> Mass education programme launched by Government, despite rather low out-turn of neoliterates, has been able to produce a wholesome impact throughout the country. The programme should continue so that the general awakening that has taken place, the enthusiasm that has been created and the tempo that has been attained at considerable investment, may be kept alive in the greater interest of the nation.

Current years' (1982-83) Annual Development Programme shows a nominal budget provision of Tk.1 million only for

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7. The Report of the Mass Education Progress Evaluation Committee, Ministry of Education, Religious Affairs, August, 1982.

the mass education programme as against Tk.41 million during 1980-81 and Tk.55 million during 1981-82. All the posts of field officers created for the district, thana and union levels have since been abolished and the Mass Education wing of the Directorate of Primary and Mass Education disbanded.

It appears that the present Government has decided to attach low priority to the current mass education programme. However, if mass education programme is allowed to continue, the programme has to be meaningful and worth its inputs.

B. SKILL TRAINING

10.5 Introduction

Unschooled women have surpassed men by 3.3 million although men of above five years of age are 2.7 million more than women[8]. In the year 1980, over 9 million girls of 6-16 years age group (compared to 6.3 million boys of the same age group) remained outside the school system[9]. Out of 7.8 million primary school graduates and 4.0 million secondary school graduates respectively, 2.7 million and 0.7 million are women[10]. Economic and social benefits of education reach fewer women than men.

Participation of women in income generating activities is equally poor. Out of total labour force of 25.20 million only 6 million are women[11]. According to national census and surveys[12,13], 96 per cent women are not recognized as part of the labour force. The reports also show a similar picture in the agricultural sector which offers more than 73 per cent of total employment. One study points out that representation

8. Bangladesh Bureau of Statistics, Statistical Yearbook 1975/76, Dhaka, 1976.
9. Based on Planning Commission, Second Five Year Plan (1980-85) Dhaka, 1980 and BBS, Statistical Year Book, 1980, Dhaka, 1981.
10. Planning Commission, Second Five Year Plan (1980-85), Dhaka, 1980.
11. op. cit. Dhaka, 1980.
12. Bangladesh Bureau of Statistics, National Volume: Bangladesh Population Census Report 1974, Dhaka, 1977.
13. _____, A Pilot Manpower Survey, Statistical Yearbook, 1980, Dhaka, 1981.

of women in economic activities, especially in agricultural activities, as shown in 1974 census is not fair and thus the role of women in economic activities is undermined.[14] It is because women are usually classified in one occupation although they are engaged in 'two person' occupations: housekeeping and farm work. In both of which their roles are non-paid and in the latter one it is non-recognized . Further, if the recognized economically active women population in the agricultural sector are considered by employment category it is found, according to 1974 census, that 71 per cent of them are unpaid family workers.

According to one study,[15] women form approximately 33 per cent of total rural industrial workers. Besides, the occupation appears to be more important among women and the landless, two of the most disadvantaged groups in the society. Among woman workers, 59 per cent are engaged in rural industries compared to only 17 per cent among men.

Involvement of rural women in gainful work, particularly in wage earning activity, is closely associated with their need for subsistance. Generally in a desperate economic situation women go for such work which, however, reduces, to

14. UNICEF (Women's Development Programme), Training for Women in Bangladesh - An Inventory and Sample Survey of Training Programmes, Dhaka, 1977,

15. BIDS, Rural Industries Study Project - Final Report, Dhaka, 1981.

some extent, the severity of sufferings caused by poverty.[16]

The chapter describes the role of organizations involves in skill training for women and presents a general discussion based on a survey and an inventory by UNICEF of four agencies, namely BARD Women's Development Programme, IRDP-Rural Women's Cooperatives, Bangladesh Women's Rehabilitation and Welfare Foundation and Bangladesh Jatiyo Mohila Shangstha.

10.6 A Survey of Organizations Imparting Training To Women in Bangladesh

In 1977, Women's Development Unit of UNICEF at Dhaka attempted to gather information about the training programmes, including nonformal education, offered to women by interviewing 70 selected organizations (both Government and non-government). The objectives were:

(a) to identify the guiding principles of training programmes offered to women and their goals;

(b) to see how the training programmes are implemented, what are their achievements, their strengths, their weaknesses and also to determine in which fields women are trained and which fields are neglected..

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16. FREPD, The Study on the Situation of Children in Bangladesh, Dhaka, 1981.

In all, out of 196 programmes identified in those 70 organizations 139 were non-formal training programmes. This can be seen from Table 10.4.

TABLE 10.4

DISTRIBUTION OF NONFORMAL TRAINING PROGRAMMES ACCORDING TO AREA OF TRAINING AND MANAGEMENT

Area of Training	Government	Voluntary Agencies	Total (%)
Health and Family Planning	6	25	31 (22.30)
Functional Education	6	19	25 (17.99)
Handicrafts	18	52	70 (50.36)
Professional and Technical Skills	3	3	6 (4.32)
Agriculture and Livestock	4	2	6 (4.32)
Administrative & others	1	--	1 (0.72)
Total	38	101	139

Table 10.4 shows that most of the programmes, excluding functional education, were in skill training. Out of 139 programmes 70 were skill training in handicrafts. Handicrafts training appears to be the most popular programme. Handicrafts included training in jute, bamboo work, weaving, sericulture, knitting, crochet and tailoring. The training

programmes in most cases attracted women of below subsistance level who hoped to raise an additional income. Those organizations which worked to rehabilitate and make the destitute women self-reliant mostly offered training programmes in Jute, bamboo work and weaving. Some of those organizations had a production unit with the training unit but others simply provided training assuming that trained women would be able to earn through their own initiatives, i.e. by finding jobs or becoming able to produce and market the produced items by themselves.

Health and family planning programmes were mostly offered as career and in-service programmes to field level Health and Family Planning workers. Professional and Technical skills offered by a few organizations were also meant mostly to reach the instructors of the organizations. Although vast number of Bangladeshi women live in rural areas and are involved in productions related to agricultural activities, only 4 per cent of non-formal programmes represented training in agriculture and livestock.

A small number of women were reached by these organizations and the organizations offered nonformal programmes with the assumption of preparing the trainees for entering the labour market. It failed to generate employment opportunity. The training efforts seem to have resulted in wastage of

money and time of both the trainees and trainers and brought frustrations and disappointments. This happened especially to those rural poor women who went for skill training but were unable to market their skills due to non-availability of opportunity. Though the contents were satisfactory in theory the practical aspect seemed to be quite weak. Moreover, those organizations were not aware of the demands of the labour market.

Most of the organizations offered training programmes in a package which consisted of a variety of subjects covering mass education, family planning, child care, nutrition and marketable skills. Acquisition of particular skills or educacation became diluted when so many contents were taught simultaneously in a short duration. The programmes also did not establish priority of goals.

10.7 Women Connected Organizations in Bangladesh: An Inventory made by UNICEF[17]

UNICEF's "Inventory for Women's Organizations in Bangladesh" tried to identify organizations which laid special emphasis on women's income earning projects and their objectives and functions as also to list the types of non-formal programmes offered to enhance the status of women.

17. Women's Development Unit, UNICEF, Inventory for Women's Organizations in Bangladesh (Salma Khan & Others ed), Bangladesh, 1981.

A total of 326 women's organizations, listed under the Ministry of Social Welfare and Women's Affairs, were studied. Two-thirds of the organizations were found existing. Of the existing organizations 85.5 per cent were non-government, 13.1 per cent were Government and 1.4 per cent were sponsored by international agencies. No organization was found to have one single objective, each one had more than one objectives. Economic benefit was the most common objective. This was followed by training, adult literacy, women's leadership, and cultural activities. This can be seen in Table 10.5.

TABLE 10.5

OBJECTIVES OF WOMEN'S ORGANIZATIONS

N=210

Objectives	Frequency	Percentage
Economic Benefit	168	78.50
Training Programme	116	54.21
Adult Literacy Programme	108	50.47
Women's Leadership	90	42.06
Cultural Activities	71	33.18
Others	73	34.11

Source: Based on Table No.6 of the Inventory for Women's Organizations in Bangladesh (Salma Khan & Others ed.), UNICEF, Dhaka, 1981.

Table 10.6 shows the types of programmes offered by the organizations.

TABLE 10.6

TYPES OF PROGRAMMES OFFERED BY WOMEN'S ORGANIZATIONS

N=214

Types of Programmes	Frequency	Percentage
Sewing	135	63.08
Knitting	97	45.33
Jute and Bamboo work	74	34.58
Adult Literacy Programme	98	45.79
Child Care and Family Planning Work	81	37.85
Others	73	34.11

Source: Based on Table No.7 of the Inventory for Women's Organizations in Bangladesh (Salma Khan & Others ed.), UNICEF, Dhaka, 1981.

Table 10.6 reveals that 6 organizations out of every 10 offered sewing as a skill and more than 4 out of every 10 had adult literacy and knitting programmes. Besides, a great number of organizations had Jute and bamboo work, and family planning programmes.

If skill training programmes of these 214 organizations are taken into consideration it is found that training in embroidery, knitting, garment making and Jute work were usually given. Seven out of every 10 of those which imparted

skill training, taught embroidery. Knitting was offered in nearly 6 out of 10 organizations and the ratio was closely followed by garment making and Jute work. The rationale behind organizing such skill training programmes are said to be economic benefit, demand of goods, availability of raw materials, trainers' availability and trainees' interest. The factors such as economic gain, trainees' interest and demand of the products, seem to be mainly considered in organizing such programmes by the organizations. Table 10.7 presents the percentage distribution of reasons for organizing training programmes.

TABLE 10.7

REASONS FOR ORGANIZING TRAINING PROGRAMMES N=194

Source	Frequency	Percentage
Trainees' Interest	98	50.52
Economic Benefit	91	46.91
Demand for Goods	87	44.85
Availability of raw materials	73	37.63
Availability of Trainers	60	30.93
Other causes	16	8.25

Source: Based on Table No.9 of the Inventory for Women's Organizations in Bangladesh, Dhaka, 1981.

It is found that persons trained by many of these organizations were involved in more than one trade, whereas trained persons of most of the organizations, (not known how many) were involved in garment making . Table 10.8 and 10.9 respectively show the current activities and sources of income of the trained persons.

TABLE 10.8

TRAINED PERSONS' CURRENT ACTIVITIES

N=173

Name of the Trade	Frequency	Percentage
Flower Making	29	16.76
Garment making	134	77.46
Doll making	14	8.09
Jute Work	50	28.90
Others	45	26.01

Source: Based on Table No.11 op. cit.

TABLE 10.9

TRAINED PERSONS' CURRENT SOURCE OF INCOME

N=194

Source	Frequency	Percentage
Cottage Industries	125	64.43
Kitchen gardening	74	38.14
Sewing	110	56.70
Others	38	19.59
No source of income	04	2.06

Source: Based on Table No.14 Op. cit.

It is found that persons trained from majority of the organizations have income from cottage industries and sewing. A large number of organizations mentioned that kitchen gardening (the skill not taught at all) was also a source of their income.

The trainees were mixed groups comprising mostly of the landless and the middle class and it was observed that the middle class generally participated in the courses as a hobby while the landless and others had taken these as income generating activities. Table 10.10 shows the composition of the groups of women.

TABLE 10.10

SOCIAL CLASS OF THE TRAINED PERSONS

N=204

Economic group	Frequency	Percentage
Middle class	78	38.24
Lower Middle class	157	76.96
Landless	100	49.02
Distressed	143	70.10

Source: Based on Table No.12, op. cit.

Though women participating in skill training programmes were mostly from economically disadvantaged groups, about 77 per cent of the organizations reported that their trained persons' average monthly income was Taka 200 or less. This includes 3 per cent of the organizations which reported that their trained persons had no income at all. The findings infer that average income of women trained by two-thirds of the organizations is hardly above the poverty line provided they do not have any dependent. The Inventory stated that this amount was not only grossly inadequate compared to the time and energy spent after it, but also the purpose of supplementing the family income, which was expected to raise the quality of life, was not achieved, though the incumbents' expectations raised through training. Table 10.11 gives a picture of the range of income of trained persons.

TABLE 10.11

AVERAGE MONTHLY INCOME OF THE TRAINED PERSONS
N=167

Average monthly income	Frequency	Percentage
No income	05	2.99
Taka 50	27	16.17
Taka 51-100	61	36.53
Taka 101-150	21	12.58
Taka 151-200	14	8.38
Taka 201 & above	39	23.35

Source: Based on Table No. 15 of op.cit.

Majority of the organizations are located in urban areas and thus are unable to serve the overwhelming rural women population. It is also evident from the pattern of the trades offered that no skill related to agricultural activities or agricultural based rural industries are offered. It appears that 70 per cent of the organizations are located in 2 of the 4 divisions, Dhaka and Chittagong, which are comparatively more developed. Again, over half of the total organizations are located in 3 districts of these 2 divisions.

The income of these organizations come from varied sources, such as, subscriptions, government grant, sale proceeds, and non-government aid. Table 10.12 presents a picture of their income.

TABLE 10.12

ORGANIZATIONS' SOURCE OF INCOME
N=214

Sources	Frequency	Percentage
Government Aid	133	62.15
Subscription	163	76.17
Donation	98	45.79
Fees Collection	74	34.58
Sale of Goods	115	53.74
Non-Govt. Aid	41	19.16
Special Grants	50	23.37
Others	42	19.63

Source: Based on Table No.16, op.cit.

Lack of capital is found to be a handicap for most of the organizations. Almost 9 out of every 10 organizations mentioned this as a problem. About a quarter of the organizations mentioned lack of certain raw materials as one of the major handicaps. Lack of other inputs, such as skilled trainers and handicraft design, also affected the programmes. The problems of these organizations are listed in Table10.13.

TABLE 10.13

ORGANIZATIONS' CURRENT PROBLEMS

N=208

Problems	Frequency	Percentage
Capital	178	85.58
Raw Materials	50	24.04
Skilled Trainer	65	31.25
Marketing Facilities	64	30.77
Handicraft Design	47	22.60
Management	25	12.02
Other Problems	29	13.94

Source: Based on Table No.18, op.cit.

Credit facilities to support the organizations and their trained women are required. Credit can be used to make them production-cum-training centres. Credit to a trained person or a group can be given to make the person or the group employed in a way that will enable the incumbents to purchase equipments and raw materials. Collection of produced items from the trained persons and creation of market facilities for those are essential in order to support the clients and to make the programmes meaningful.

One major obstacle to the effectiveness of these women's organizations is the lack of adequate and effective co-ordination, both at policy making level and at the implementation level. Based on field experiences, the inventory

found that time and energy were spent not only to support stereo-typed programmes, but also to serve the same clientelesoften in the same area thus leading them to a state of perplexity. A machinery at the national level can play the role of a co-ordinating agency in order to effectively utilize the potentials of these organizations to enhance the status of women.

10.8 Bangladesh Academy for Rural Development: Women's Development Programme

The Bangladesh Academy for Rural Development (BARD), Comilla, originated as a training institute under the Village - Aid programme in 1959, started experiments in community development in its social laboratory, a thana of 107 square miles with a population over 200,000. The women's Education and Home Development Programme (currently renamed Women's Development Programme or WDP) was started by the Academy in 1962 in its laboratory area of Comilla Kotwali Thana. The objective was to ameliorate women's situation through co-operatives.

The specific objectives of the WDP are as follows:

(1) to help emancipation or self-reliance of rural women within the programme area by organizing them into co-operatives and improving their socio-economic conditions;

(2) to train them in modern techniques and skills so that they can acquire knowledge to improve their family life and participate in development activities;

(3) to identify and analyse the problems faced by rural women in participating in development activities; and

(4) to develop a feasible working model for socio-economic development of rural women so that it can be replicated in other areas of the country.

The number of women reached by the WDP through co-operative approach is very small. Total membership accounted to 1,611 during the year 1979-80. The growth, though was two fold over the year 1973-74, the data in Table 10.14, however, show that the pace of increase was considerably higher during 1977-80 period. Interestingly, growth of dropout also appears to be higher during the period. It appears that the enrolment fell during 1973-74 to 1977-78 and then started raising.

TABLE 10.14

NUMBER OF CO-OPERATIVE SOCIETIES AND MEMBERS FOR THE PERIOD 1973-1979

Year	Total No. of Societies	Total Membership	Societies ceased to exist	Members dropped-out	No. of Societies at the end of the year	Membership at the end of the year	Member per society at the end of the year
1973-74	40	715	-	---	40	715	17.9
1974-75	43	788	3	5	40	783	17.6
1975-76	40	858	5	---	35	858	24.5
1976-77	35	903	2	---	33	903	27.4
1977-78	36	1,084	3	33	33	1,051	31.9
1978-79	46	1,451	6	133	40	1,318	33.0
1979-80	45	1,611	3	141	42	1,470	35.0

Source: 1. BARD, WDP, Seventh Annual Report 1973-77, Comilla, 1979.

2. BARD, Eighth Annual Report 1977-78, Comilla, December, 1980.

3. BARD, Twenty First Annual Report 1979-80, Comilla, December, 1981

It is to be noted that two kinds of societies are involved in women membership - one is the joint societies and another is the newly formed societies for women only. The women's societies are expanding consistently while both the number of societies and women membership in joint societies are showing linear decrease. The reasons are attributed to the fact that women get less importance and almost no credit and they have difficulties in contacting society managers in male dominated joint societies.

Major Activities under the Programme: Activities under the WDP are classified into the following areas; (1) Organizational Activities, (2) Economic Activities, (3) Training Activities.

While the involvement of organizational activities is to help emancipation of rural women within the programme area by organizing them in co-operatives, the involvement of economic activities is to (a) generate income raising projects, (b) capital formation and (c) credit operation. The training activities include, besides training related to organizational management and leadership, skill training for income raising projects like vegetable gardening, poultry and goat raising, horticulture, weaving, sewing and knitting.

Distribution of trained women in income generating activities during the period 1973-80 are shown in Table 10.15.

TABLE 10.15

DISTRIBUTION OF WOMEN TRAINED IN INCOME GENERATING ACTIVITIES DURING 1973-80

Name of the training programme	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Vegetable Gardening	45	28	--	--	25	NA	45 (3 days)*
Poultry raising	17	23	--	15	47	NA	NA
Sewing & Knitting	25	16	26	24	31	NA	32 (32 days)*
Weaving	NA	4	5	6	9	NA	NA

* In the year 1979-80, 3 days training was offered in Vegetable Gardening and 32 days training was offered in Sewing & Knitting training programme.

It is reported in the WDP seventh Annual Report that 115 women received training in sewing and knitting and they were supplied with 26 sewing machines upto 1973. Between 1973 and 1977, training was received by 91 women and in 1979 by 32 women, the ranges per year varying from 16 to 32. Formerly, the project had a production centre, but due to lack of marketing facilities it stopped producing enough for commercial purpose. However, some production was made by the trainees at the training period.

The original idea of training in sewing and knitting was to help women in raising family expenditure and earn money. Besides, after completion of training these trainees were to train other women in their own villages. But due to the rise in the price they could not afford to buy sewing machines. Neither it was possible to procure those on loan or instalments from the WDP or co-operative societies. The duration of training, which was initially three months, was later cut down to two months. Though village women could not possibly develop expertise in sewing like a professional tailor in three months[18], during 1979-80 the training period was further cut down to one month (32 days)[19]. As a consequence, the impact of training became limited to meeting even the family needs.

An assessment(in 1977) of 25 trainees (outof 75) invited by the WDP to join the refresher course shows that 15 women could earn from Tk.30 to Tk.100 per month. Rest of them sewed for their family members and, to some extent, for the neighbours free of cost. The trainees thought that their training had been inadequate and that the duration of training did not allow them to learn the techniques of garment making efficiently, and that they needed advanced training. All of them were interested to purchase sewing machines on instalment

18. BARD, WDP Eighth Annual Report, 1977-78, Comilla, Dec., 1980
19. BARD, Twenty First Annual Report, 1979-80, Comilla, Dec., 1981.

basis. They also faced the problem of marketing their finished products. The Seventh Annual Report of the WDP states that want of sufficient number of sewing teachers as well as lack of expertise in teachers are the major weaknesses of the project.

Weaving Unit: Intake in the weaving unit is very small but it is reported that most trained women are engaged in weaving in rural areas. The unit being a production-cum-training centre, the trainees are able to produce cloths and in turn those go for selling. Thus a considerable amount of money comes from this production. The income and expenditure by the weaving unit is shown in Table 10.16.

TABLE 10.16

INCOME AND EXPENDITURE OF THE WEAVING UNIT (IN TAKA) DURING THE PERIOD 1973-80 (ALL CUMULATIVE FIGURES)

Year	Income	Expenditure	Balance
1973-74	38,990.00	24,299.00	14,691.00
1974-75	63,455.66	47,740.80	15,714.86
1975-76	40,501.86	37,373.30	3,128.86
1976-77	49,494.80	26,787.88	22,706.72
1977-78	51,350.00	45,821.00	5,529.00
1978-79	NA	NA	NA
1979-80	95,283.50	88,225.00	7,058.50

Source: op. cit.

In the weaving unit, 3 types of training are imparted. Some receive training as weavers, some as bobiners and some as reelers. There is one weaving master to run the unit. Major problems in running this project are: (a) lack of trainers, (b) procurement of raw materials and marketing the produced goods, and (c) maintenance of machineries.

Vegetable Gardening: Although training imparted in vegetable gardening is one of the shortest (3 days), the return from it is quick and one of the highest. It is one of the most successful activities of the WDP in which women members took much interest[20].

TABLE 10.17

OWN EARNING OF WOMEN MEMBERS

Source of Earning	Earning in Taka		
	1973-76	1977-78	1979-80
a. Vegetable	1,35,216.00	27,599.00	73,463.00
b. Eggs	16,738.00	2,212.00	11,784.00
c. Cocks and ducks	37,055.00	7,383.00	32,375.00
d. Cows and goats	11,218.00	3,410.00	NA
e. Milk	2,883.00	2,883.00	NA

Source: op. cit.

They grew vegetables for home consumption since 1977, especially when UNICEF distributed seeds of vegetables. Women

20. BARD, Women's Development Programme, Eighth Annual Report - 1977-78, Comilla, December, 1980.

earned Tk.27,600 from sell of vegetables during the year excluding what was consumed at home. Because of economic profit women started to get land on lease from others besides cultivating their own plots. Vegetable gardening seems to have a two-way effect - one economic benefit and another nutrition benefit for the family.

Poultry Raising: During the year 1977-78, 47 women were trained in poultry raising from 31 villages. The number of trained women was about 3 times more in 1977-78 than in 1973-74. The main training contents were on housing, feeding, breeding, disease control and management practices. According to the WDP Report, if village women get vaccine, medicine and other materials in time they could improve the quality of poultry birds and earn money through poultry keeping.

Credit: Credit is regarded as a vital component to income generating activities. One of the WDP reports states that lack of capital is one of the most acute problems in the village. Many women with requisite knowledge and skill for undertaking economic activities are unable to do so as they lack capital.

WDP initiated a regular credit programme since 1963. During 1968-74 credit programme was either curtailed or discontinued. It has been observed that because of credit issuance there were cases where women from poorer families improved their economic conditions and non-issuance of credit during 1971 to 1973 compelled the poorer women to withdraw their

savings to an extent and also created some disinterest among woman members.

Table 10.18 shows the amount of loan issued to village women during the period 1974-78. The loan amount, though increased about 5 fold in 1977-78 over the year 1974-75, seems to be very small. On an average a woman received Taka 127 in 1977-78 (doubled the amount received in 1974-75) and only 88 women (8 per cent of total woman members) were reached.

TABLE 10.18

LOAN ISSUED FROM THE WOMEN'S DEVELOPMENT PROGRAMME DURING 1973-78 PERIOD

Year	Amount in Taka	No. of villages	No. of women given credit	Per head credit in Taka
1973-74	No loan issued	--	--	--
1974-75	2,350.00	11	41	57.32
1975-76	8,125.00	16	82	99.09
1976-77	9,732.00	14	88	110.59
1977-78	11,150.00	14	88	126.70

Source: op. cit.

According to one report[21] women can effectively utilize loan for productive purposes and can profit from it if they get proper guidance and support from the village. Women are generally interested in income earning pursuits such as vegetable gardening, dairy, poultry, duck and goat raising,

21. BARD, WDP Seventh Annual Report, 1973-1977, Comilla, June, 1979.

running small grocery shops and purchasing agricultural implements like thresher and sprayer. Table 10.19 shows distribution of women by purpose of credit.

TABLE 10.19

DISTRIBUTION OF WOMEN BY PURPOSE OF CREDIT TAKEN

Items	1976-77	1977-78	Increase during the period
Paddy Growing	35	20	(-) 15
Vegetable gardening	25	30	5
Grocery shops	10	13	3
Goat raising	6	8	2
Rice Processing	5	6	1
Poultry raising	3	4	1
Diary	2	2	0
Fish Net making	-	2	2
Agricultural implement	1	2	1
Sugarcane	1	1	0
Total	88	88	

Source: BARD, WDP Report, 1977-78, Comilla, December, 1980.

Although women generally repay their loans in time which is not common among men, it is found that women are deprived of any credit benefit by the central Co-operative Association (ACF). During 1979-80, the woman members of the Joint Co-operatives received almost no loan from ACF and as a consequence their accumulated capital of Tk.2,53,421

remained blocked, giving them no benefit of credit[22]. The result, as noted earlier, led reduction of woman members in joint co-operative societies.

Expenditure : Expenditure of WDP since its inception is shown in Appendix Table A10.1. It appears from the table that the programme has been getting less importance since the year 1968-69, The programme spent Tk.39 per woman member during 1979-80.

10.9 Integrated Rural Development Programme (IRDP): Rural Women's Cooperatives

The IRDP Pilot Project in Rural Women's Cooperatives (Mohila Somabaya Samity) was launched in 1975 with World Bank funding. According to original plan the project was to be located in 19 thanas in 19 districts and to have continued for 3½ years. But it was extended further for six months in the first phase and will continue until july 1985 during the second phase which began in 1979.

By 1979 the project was extended to 28 thanas where 657 women's cooperatives were established with about 27,000 members. Membership per society had been 41 instead of target 120 members. The project was set up to achieve the following objectives:[23]

22. BARD, Twenty First Annual Report, July 1979- June 1980, Comilla,

23. IRDP, Pilot Project in Population Training and Rural Women's Cooperatives - A Progress Report of the Project, Dhaka, 1980.

a. The example of cooperative association and discipline should create an atmosphere in which women could pursue economically profitable activities, both by fostering their self confidence and by legitimizing these new activities in the eyes of village people.

b. Cooperatives would provide a channel for training women in productive skills, building mainly on common household skills which rural women already possessed but widening their scope to become income generating activities.

c. Through the cooperative process, particularly capable and active women would emerge as leaders who would bring modern ideas to the village. At the same time these women would acquire familiarity with government offices at the thana level and would be able to speak for village women to the government.

d. Apart from skills strictly related to income generating activities, cooperatives would provide a channel for spreading knowledge about health, nutrition, family planning as well as for teaching literacy.

e. The rural women's cooperative scheme with its basic organizations in a large number of villages spread over the whole of Bangladesh would provide a unique framework for collecting and evaluating data that would focus on problems of rural women.

Inorder to investigate women's involvement in economic activities for future expansion and training of women, the IRDP sponsored a workshop on 'Women's Participation in Economic Activities' at the end of 1978. It was attended by 100 cooperative women from 20 thanas from all over Bangladesh who had prepared cost-return analysis of the economic activities they were engaged in. The findings of the workshop were as follows:

(a) Agriculture and Related Work: The largest group was in agriculture and agriculture-related work. They were involved in cultivation of paddy, potato , wheat, vegetable , fruits and in raising fish, poultry, cows, goats, pigs, They said they had no trouble in finding a market - there was a constant demand. However, middlemen paid lower prices than the market. They expressed a need for sufficient capital in time, good seeds, fertilizer, insecticide and training. They complained of black marketing in fertilizer and the practice of giving bribes.

(b) Cottage Industry: The cottage industry group was also large. 62 per cent of the group worked in producing luxury goods, 38 per cent produced essential goods. The essential goods were: pottery, coconut oil, coir, hoghla mats, weaving, net-making, and tailoring. The luxury goods were: jute, sericulture, embroidery, wool, bamboo and cane. Those working in luxury goods had serious marketing problems. The others did not. Of the essential goods, pottery, hoghla mats and weaving were potentially profitable. The other kinds of manufacture could provide a subsidiary source of income. There was a general need for (a) capital, (b) training to standardized the products, and (c) training in calculating cost-return.

(c) Food Processing: The food processing group was the smallest. Women were involved in rice processing and chira-muri processsing. They said the work was very profitable. There was no marketing problem, venders came directly to their compounds or markets were nearby. Women said profit was less when sold to venders, but it was an easy arrangement and they could themselves do the bargaining and selling and get the money directly.

(d) Trade and Business: The group involved in trade and business handled such commodities as: rice and wheat seed, coconut, dried fish, vegetable , coconut oil, coconut husk, poultry and goats, Most of them had been involved in these works for a short period of time. Four women were supporting their families this way. Their credit needs, in amount and in duration, were related to business damands; they needed simpler credit procedures. They needed training in cost-return and market analysis. They considered that seed and seedling business had good possibilities.

The main goal of the women's programme was to integrate rural women into the development process by preparing them to uplift their subsistence level activities and skills to commercial level so that they were able to produce more for the country and at the same time earn an income. The programme assumed that socio-economic self-support enhance women's personal dignity, lead them toward more equal citizenship and a fuller share in family decisions. One of the strategies planned by the programme to reach the goal was giving training and another was credit facilities to its members.

Training: Two types of training were imparted by the IRDP women's programme. The first one was of general interest to women. This was conducted at the Thana centres in regular classes for cooperative organizers who were expected to communicate their knowledge to members of their societies during weekly village meetings. The second type

was specialized training for selected members in such skills as fish cultivation, tailoring, para medical work, in various courses ranging from few days to six months.

Since the beginning of the project the specialized training or skill training programmes were provided to 1,733 rural women in 84 courses. The training courses ranging from 2 days to 8 months were organized in different parts of Bangladesh. The subject, duration, training institution and number of women trained are briefly shown in Table 10.20.

TABLE 10.20

SPECIALIZED TRAINING FOR IRDP COOPERATIVE MEMBERS: JANUARY 1976 - JUNE 1979.

Sl. No.	Subject	No. of courses	No. of Trainees	Duration of course	Training Institution
1.	Tailoring	20	366	6-8 months	Women's Career Training Institute, Dhaka, Thana Training & Development Centres in 14 thanas-by a qualified master tailor.
2.	Fruits and Vegetable Gardening	2	24	1 month	Bangladesh Academy for Rural Development, Comilla and Rangunia Thana Central Cooperative Institute.
3.	Commercial-level Duck raising	6	49	1 month	International Voluntary Services.
4.	Pond Fish Cultivation	1	6		Sylhet Fish Seed Cultivation Farm, Joydevpur.
5.	Operation and Maintenance of Thresher Machines	2	24	2 days	Comilla Mohajir Karkhana.
6.	Handicraft Training		12	1-4 weeks	Handicraft cooperative Federation.
7.	Adult Literacy Teacher's Training	4	80	1 week	Bangladesh Rural Advancement Committee.
8.	Book Keeping of Village Cooperatives	25	502	10 days	Thana training and Development centres.
9.	Nutrition Training	11	550	4 days	Mobile training unit of Nutrition Institute of Dhaka University.
10.	Paramedical work	12	120	3 months	Savar and Shapmari Gonoshasthaya Kendra.
			1733		

Source: IRDP, Pilot Project in Population Training and Rural Women's Cooperatives - A progress Report of the Project, Dhaka, 1980.

Tailoring, a viable economic project, has been operating since 1975. Upto June 1979, 366 women (out of 388 enlisted) completed the course. The first training course was given at Women's Career Training Institute, Dhaka and subsequent courses were arranged in 18 thanas involving one woman from each cooperative of those thanas.

Each trainee was entitled to buy a sewing machine costing Tk.1200 on instalment basis. It is learnt that in 6 to 8 months half of the total cost of the machine has been collected.

It has not been known how mnay of the trained women have tailoring as their source of earning but IRDP observation is that of those who are working as tailors, their average per head income is Tk.100 to Tk.150 per month. Those who live far from a market area, i.e. where there is less competition have a higher earning the, but no one is earning more than Tk.300 per month. It is learnt that those who are learning to meet local needs for 'burkhas', mosquito nets, etc. are better able to develop a market.

49 cooperative members were trained in duck raising at the Rural Development Training Institute in Sylhet. The course included topics such as duck herding, grazing methods, nutrition, disease prevention and duck farm management. Each trainee was provided with 50 ducklings of improved variety,

but many died on the way due to transportation problem. It is reported that some trainees were successful in duck raising but it is not known how many gained economically from this income generating project.

Credit: Woman members are to develop production plans indicating types of economic projects to be undertaken showing needed inputs, duration and output. The plan is then submitted to Thana Central Co-operative Association (TCCA) for approval. Upto June 1979, the project has given a total Tk.1,809,750 as 8,065 separate loans in 356 societies, the highest amount of loan being Tk.250.00. On an average Tk.224.40 was issued for each loan[24].

Woman members utilized the loans for a large variety of economic activities, such as raising goats, cows, poultry, fish, pigs; processing rice, muri, turmeric, mustard oil, dal, chilli, fish, peanuts, bamboo, cane and jute goods, mats, tiles, pottery, bidis; spinning; weaving; selling vegetable , fuel, sweets and groceries; leasing land for cultivation. The activities were carried on individually or with other family members.

24. IRDP, IRDP Pilot Project in Population Planning and Rural Women's Cooperatives - A Progress Report on the Project (1975-79), Dhaka, May 1980.

10.10 Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF)

In the wake of independence of Bangladesh, a National Board of Bangladesh Women's Rehabilitation Programme was constituted for rehabilitation and welfare of war-affected women. The Board was later transformed into a statutory body, the Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF), and attached to the Women's Affairs Division of the Government of Bangladesh. Now it also serves the widows and women in financial distress and dependents of such women.

The Foundation is currently offering 3 types of training programmes for women: (a) Vocational Training; (b) Professional training, and (c) Technical training. Except for vocational training programme, an applicant has to have formal schooling. For technical training a candidates should have atleast 8 years' schooling and for professional training she requires a Secondary School Certificate.

Vocational training with adult literacy programme was initiated to impart training to the war-affected and economically distressed women for making them self supporting. The Foundation has established 47 vocational training-cum-production centres where training in such trades as tailoring, Jute work, clay modelling, printing, weaving,

doll making, bakery, confectionery, cane and bamboo work, was imparted.

Total number of women trained during 1972-81 period in vocational training including Adult Literacy programme was found to be 14,454. During 1981-82 period 1,360 women were under training and at the same time 778 were engaged in production centres. When the training is over a participant has to work in a production centre for a few months.

No in-depth evaluation study was done on vocational training programme of BWRWF tp assess the success of productive activities of the programme but there was a study in 1975 on dropouts.[25] According to the study, 50 per cent of total participants dropout from the programme and generally discontinuation rate is higher in big urban areas. Retention rates in the area closer to the capital was between 72 and 82 per cent but in small towns and centres away from the capital the rate was below 58 per cent. Mostly poor women dropped out from this programme. There was an inverse relationship between the number of dropouts and their education level. This may be because that economically hard pressed women were unable to continue a 9 month long programme.

25. Shamima Islam, Women Dropouts in Non-formal Education in Women for Women, 1975, Women for Women, Dhaka, 1975.

The reasons for drop out are said to be insufficient earning, home life, marriage, family inconvenience, lack of aptitude and interest, new training, different jobs, and others.[26] The dropout rate in production centre (where participants do the apprenticeship after 9 month long training) also found to be more than 50 per cent. One important factor causing drop out from the production centre appears to be the absence of assured inputs to the trainees for production of goods.

Five Training Institutes located in urban areas are offering secretarial training course to women where 947 women were trained during 1972-80.

Women were also offered a two year drafting course which has recently been transformed to a six month crash training programme. Upto 1981, 163 women received training in drafting and during 1981-82 44 women are to be trained in the course. Besides, BWRWF has undertaken several other schemes for women's development.

10.11 Bangladesh Jatiyo Mohila Shangstha (BJMS)

BJMS, a parallel agency to BWRWF was established in February 1976 to foster social, economic, educational and

26. Shamima Islam, Women Dropouts in Nonformal Education in Women for Women 1975, Women for Women, Dhaka, 1975.

cultural welfare of Bangladeshi women under the same umbrella of Women's Affairs Division. The Organization with its committees in all 20 districts, 2 sub-divisional level committees in each of the districts and 394 thana committees became the largest women's organization in Bangladesh[27]. The organization was run, beyond committee members, by 3,500 paid staff[28]. Currently the activities of the organization have been tailored to a great extent by the government. Except National Women's Development Academy and Union Development Centres for Women all other projects taken by BJMS have been suspended[29].

The objectives of BJMS in brief are as follows:

i) to promote women's rights;

ii) to develop vocational training and training for leadership;

iii) to promote employment opportunities for women;

iv) to establish a coordinated infrastructure for women and bring them in the stream of national development.

Broadly, its activities can be grouped into the following categories:

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27. Brochure on Bangladesh Jatiyo Mohila Shangstha.
28. The Daily Ittefaq, 13 August 1982.
29. Ibid.

i) Motivating and raising interest about women's problems;

ii) Providing training facilities; and

iii) Promoting income generating activities for women.

A training academy (National Women's Development Centre) was set up in 1977 under the auspices of BJMS to promote skill and technical training for women and to organize cottage industries in the rural areas. The academy started a training programme for development of 38 unions (2 unions in each of 19 districts) in rural Bangladesh. Nonformal programmes were offered to selected village women of those unions for the purpose. 3 women from each of the Unions were selected to receive skill training in any 3 of the following six month's trade courses:

1. Hand-loom.
2. Tailoring.
3 Ericulture and Sericulture.
4. Food Preservation & Preparation.
5. Jute carpet making.
6. Cane and Bamboo craft.
7. Batik and Screen Printing.
8. Hosiery.
9. Bakery and Confectionery.

10. Light Electrical Repairs.
11. Wool Knitting.
12. Wood work.

It was intended that after completion of training the clients would go back to their respective unions and be employed as trade instructors in the union development centres where they were to train village women in those trades. Accordingly, 124 women were trained as trade instructors.

It is learnt that out of 38 union development centres for women, buildings of only 18 have been constructed and 15 are functioning with nonformal programmes including skill training courses. The number trained so far and earning income through skill learnt was not known.

BJMS has also established an urban academy in 1977. The academy provided urban women with the following one and half month to six month long courses:

1. Cooking and Confectionery;
2. Tailoring;
3. Flower Making and Arrangement;
4. English Conversation;
5. Wool Knitting;
6. Motor Driving.

It appears that the academy was established mainly to serve middle and upper class women. About 1,000 women completed the above course and according to a BJMS report fees collected from the trainees were adequate to meet the expenses of the academy.

BJMS also prepared a project to open 71 urban-based women's development centres between the years 1980-81 and 1983-84 in order to provide scope to urban women to participate in income generating activities. So far 42 centres are functioning, one in each district, and 23 in Dhaka city. The number of centres, trades, and women trained are shown in appendix Table A10.1. BJMS had heavily stressed on the development of urban women rather than assisting deprived rural masses, as it can be seen from the number of centres established for urban (42) and rural (15) women.

CHAPTER XI

WOMEN'S EDUCATION, EMPLOYMENT AND FERTILITY BEHAVIOUR

11.1 Status of Women in Bangladesh

The status given to women in a society plays a key role in its social and economic development. In a society like Bangladesh where women consitute 48 per cent of the total population, economic development is not possible if women enjoy a subordinate position to men and their talents remain unutilised. In a society where women remain busy mostly with domestic work and child rearing, fertility remains high. For effective family planning, some writers recommend complementary role of men and women.[1] Status of women is refelcted in the authority and power she holds within the family and the prestige she commends from other members of the family and the community.[2]

The United Nations has defined the status of women in terms of position a woman occupies as a worker, as a student, as a wife and as a mother as well as the prestige attached

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1. Judith Blake, 'Demographic Science and the redirection of population policy,' contents in Female status in Bangladesh, BIDS, Dhaka, Rafiqul Huda Choudhury and N.R. Ahmed.

2. Bishwa N. Mukherjee, Status of Women as Related to Family Planning.

to the position and also the rights and duties she is expected to exercise.[3] Status has different dimension, namely, social status, cultural status, legal status and economic status. These statuses are often overlapping.

11.1.1 Social Status of Women

Historically women in Bangladesh have been enjoying a status which is domestic in nature. They have been obliged to play the role of a docile daughter, an obedient wife and a dependent mother. One study found that 70 per cent rural and 80 per cent urban men consider women to be inferior to men.[4]

11.1.2 Legal Status of Women

In Bangladesh, land is generally owned by men. Women cannot exercise property rights effectively although Muslim law (Bangladesh is predominently a Muslim country) has given them the right to inherit half of what a brother inherits of the parents' property and one eighth of husband's property. The position of women in the rural area is worse where enrolment and educational achievement of women are poorer compared to those of men. The 'Purdah' system is stronger

3. United Nations, Department of Economics and Social Affairs. Status of Women and Family Planning, New York, 1975.

4. Rownaq Jahan, 'Women in Bangladesh' in Women for Women, Dhaka University Press, 1975.

in the rural areas restricting the mobility of women in education, social life and employment generating activities.

In the social system a low economic value is attached to girls, boys are considered more valuable economic assets.[5] The scope for women to earn their independent living is very limited due to lack of employment opportunities outside the home and the stigma attached to working women. In the urban areas, two classes of women have been identified - one in the working class and the other in the middle class. Majority of the working class women are migrants from the rural areas. Many of these women maintain close ties with their rural homes and therefore, their life style resembles that of their rural sisters but many of these urban working class women are their own guardians because they are mostly destitutes.

In recent years, changes have been noticed in the status both in the urban and rural areas. In the rural setting, women are now seem participating even in canal digging and earth removing work. In some areas, arrangements have been made for conducting village level training programmes for developing technical skills of women for

5. Choudhury R.H. and Latif, A socio economic Survey of Mithakhali - A rural area of Southern Bangladesh, BIDS, 1975.

enhancing their earning potential. The food for work scheme appears to have changed the status of women and have expanded rural employment opportunities for them. Divorced, widowed, deserted women or women with disabled husbands have come forward for participation in rural development work and improve their social and economic status.[6] Women participating in income generating activities outside their homes have to pay a social price. People talk against them. Quarrels develop with their relatives. The village community does not have a positive attitude to women's participation in outside income earning work because they are envious of higher status being given to women.[7]

Low status has relegated women to a disadvantaged social group. They are to play the roles of docile daughters, obedient wives and dependent mothers.[8] Education is a key element for changing women's social status. Educated women are generally progressive minded. Such

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6. M. Chan and R. Ghaznavi , Women in food for Work, The Bangladesh Experience, Dhaka, BRAC , 1977.

7. R. Huda Choudhury and N.R. Ahmed, op. cit., p.17.

8. Jahanara Haq, Role of Women to Socio -Economic Development in Bangladesh, Bangladesh Economic Association, March, 1977.

women want to enjoy their rights because they think that their participation in social and economic growth is a pre-condition for overall social and economic transformation of the country.[9]

Islamic personal laws have given equal rights to women with men but women cannot exercise these legal rights because of their insecure socio-economic status. Educated women make pointed reference to laws regarding marriage, divorce and inheritence of properties.[10] According to one author women are largely ignored. Contribution of women to family economy is taken for granted and the status of a woman as a mother is assured only after the birth of a son. A woman is not known even by her own name; she is known as the mother of Aziz or mother of Abdul; her personality being subdued to mostly her sons' mother.[11]

11.1.3 Economic Status of Women

Educated women of Bangladesh are of the opinion that if sufficient number of women were appointed in income generating professions like teaching, nursing, cottage

9. Sreemati Binita Roy, Address in the Seminar on Role of Women in Socio Economic Development, Dhaka, 1977.

10. Khaleda Salahuddin, Women in Productive Activities, Bangladesh Ecnomic Association, Dhaka, 1977.

11. Ellen Sattar, Rural Women and Development, Bangladesh Economic Association, Dhaka, 1977.

industry, factory work, government offices, banks, insurance companies and other public and private organizations the social and economic status of women would rise. Educated women in the rural areas have insignificant employment opportunities. Creating employment opportunities for educated girls in the rural areas may serve multiple purposes. This would raise their status, give incentive to parents for continuing girls' education and encourage parents to defer marriage of their daughters. Deferred marriage will lessen child bearing.

In the Muslim society inheritance and right to property are guided by Islamic laws. Under the Islamic laws, the wife inherits one-eighth of the husband's property if there is child and one-fourth if there is no child but a husband gets one-fourth of wife's property if there is a child and half if there is no child. This has been cited as an instance of discrimination between the sexes.

11.2 Importance Attached to Female Education and Training as Human Capital Formation

11.2.1 Basic Rights

In all the five Year Plans in Bangladesh, female education was emphasised because women were perceived as the mother of the nation's future leaders.[12] The enrolment

12. Shamima Islam, Women's Education in Bangladesh; Needs and Issues, FREPD, Dhaka, 1977.

of women has been low, their educational achievement has been poor and dropout has been high. Negative social attitude towards women in general and women's education in particular has been responsible for this. Most parents, particularly those in the rural areas, do not see any significant economic value in educating their daughters. In their assessment, educated sons will provide them economic support in old age in the form of money or shelter. Educated daughters may not get attractive jobs and even if they get jobs, the financial contribution may go to the family of their husbands.[13] It is said that parents are apathetic and unmotivated towards the education of their daughters.[14] It is also reported that parents require sufficient amount of persuation and convincing as well as goading for sending their daughters to educational institutions.[15]

Motherhood is considered to be the most desirable role of women under the prevailing socio-cultural system. All efforts are directed for training of daughters for becoming good wives. They are instructed to learn household

13. Rafiqul H. Chowdhury and N.R. Ahmed, A Socio Economic Survey of Mithakhali - A rural area of Southern Bangladesh, BIDS, 1976.

14. UNICEF, Feasibility Survey of Productive/Income Generating Activities for Women in Bangladesh, Women Development Programme, UNICEF, Dhaka, 1977.

15. M.T. Chain, The Economic Activities of Children Village Fertility Study Report, No.3, BIDS, June, 1977.

works efficiently rather than go to school. There are parents who still consider education for girls to be detrimental to harmonious family life. Educated wives are considered to become disobedient to their husbands or in-laws. Dowry system has already assumed the magnitude of a social menace in Bangladesh. Parents of educated girls in many cases are obliged to pay high dowry for getting their daughters married.[16]

11.2.2 Poverty and Female Education

A formidable cause retarding female education in Bangladesh is poverty. The per capita annual income is only Tk.2,000 or US$100. Income distribution is unequal. Prices of reading materials have gone up in the face of rising inflation. Many parents cannot send their children to school because their means do not permit them. Those who send cannot often keep them in school because many of them cannot meet their children's educational costs.

11.3 Women's Participation in Labour Force

The number of women in labour force was 25,53,212 in 1961 which increased to 64,40,964 in 1974. Out of them, as many as 51,61,009 were in the non-agricultural sector.

16. Sattar, E."Village Women at work" in Women for Women. Dhaka, 1975,

In the urban areas, the largest number of women were employed in the factories. Half of the non-agricultural female labour force was in manufacturing and mechanical occupations carrying unattractive remuneration. Middle class women are generally employed in the high paid professional and technical occupations such as teaching, medicine, nursing and research but they also take low paid jobs such as construction, factory work, etc. Total number of non-agricultural female labour force was 2,20,999 in 1961, compared to non-agricultural male labour force of 23,50,004.

11.4 Non-Agricultural Labour Force by Occupation and Sex, 1961 (10 years and above)

11.4.1 Female labour force in non-agricultural sector

was 10 times less compared to male labour force. The proportion of women in high paid professional jobs in 1961 was insignificant. This is shown in Table 11.1.

TABLE 11.1

NON-AGRICULTURAL LABOUR FORCE BY OCCUPATION AND SEX, 1961 (10 YEARS AND ABOVE)

Occupational Groups	Men	Women	Women as % to total
Non-agricultural labour force	23,50,004	2,20,909	8.59
Professional, Technical and related occupations	1,80,800	221	0.12
Architects, Surveyors & Engineers	4,106	11	0.27
Chemists & Physical Scientists	305	13	4.09
Physicians	6,952	200	2.80
Nurses & Midwives	783	2,986	79.23
Professional Medical Workers and Medical Technicians	28,286	926	3.17
Teachers	97,342	3,541	3.51
Lawyers, Judges & Megistrates	4,879	11	0.22
Administrative, Managerial, Clerical and Related Workers	2,01,784	946	0.47
Proprietors, Directors and Managers	30,627	185	0.60
Government and Public Service Administrators and Officers	2,612	20	0.76
Sales Workers	5,09,626	18,682	3.54
Proprietors, Managers, Retail Traders	15,707	67	0.42

11.4.2 Employment of Women in Agricultural Sector Compared with Non-Agricultural Sector

According to 1974 Population Census total population aged 10 years and above was 462,86,776 of which 200,19,886 were employed. Of the employed 191,79,343 were men and 8,40,543 or 4 per cent were women. Among the unemployed, 4,41,254 were men and 31,452 or about 6 per cent were women. The number of inactive men and women were roughly equal, 48,05,672 men and 42,72,105 women. Among the women 1,66,86,407 reported themselves as housewives. The number of housewives was about 20 times higher than the number of employed women. Among 8,40,543 employed women 98,763 were in the urban areas and 7,41,780 were in the rural areas.

TABLE 11.2

OCCUPATIONWISE BREAKDOWN OF MEN AND WOMEN ACCORDING TO 1974 CENSUS

Category	Men	Women	Total
Professional and Technical	3,52,926 (94.09)	22,166 (5.91)	3,75,092 (100.00)
Administrative	30,389 (98.53)	452 (1.47)	30,841 (100.00)
Clerical	2,06,245 (98.92)	2,250 (1.08)	2,06,495 (100.00)
Sales	9,23,033 (98.79)	11,274 (1.21)	9,34,307 (100.00)
Service	2,96,783 (76.86)	87,368 (23.14)	3,86,151 (100.00)
Agriculture	1,52,29,078 (96.16)	6,08,808 (3.84)	1,58,37,883 (100.00)
Production and Transport	21,40,984 (92.60)	1,66,189 (7.40)	22,47,173 (100.00)
Total	1,91,79,435 (95.75)	8,50,507 (4.29)	2,00,19,942 (100.00)

Note: Figures in parentheses indicate percentage.

Of the employed population among major occupational groups, men comprised 95.25 per cent and women comprised 4.25 per cent. Among professional and technical personnel 94.09 per cent were men and 5.91 per cent women. These are high paid occupations and are dominated by men.

Out of 30,841 employed in administrative jobs 1.47 per cent comprised of women. This is again a high paid occupational group. The same appears to be true for clerical and sales category of occupations. Women form 1.08 per cent of total clerical employees and 1.21 per cent of sales employees. In the service sector the situation is somewhat better. Here women account for 23.14 per cent of the total employees in the service category of occupation. Women are somewhat insignificant in the production and transport sector. Here the proportion of women is 7.40 per cent of the total employed population. Of the total employed population in the agricultural sector women accounts for 3.84 per cent.

TABLE 11.3

ECONOMICALLY ACTIVE POPULATION IN MAJOR INDUSTRIES ACCORDING TO 1974 CENSUS

Category	Men	Women	Total
Agriculture	1,52,12,622 (96.14)	6,10,256 (3.84)	158,22,878 (100.00)
Mining	1,900 (98.86)	22 (1.14)	1,922 (100.00)
Manufacturing	9,09,829 (96.16)	36,297 (3.84)	9,46,126 (100.00)
Electricity, Gas and Water	7,401 (98.12)	142 (1.88)	7,543 (100.00)
Construction	32,417 (98.57)	469 (1.43)	32,886 (100.00)
Wholesale and Retail Trade	7,62,168 (98.87)	8,739 (1.13)	7,70,907 (100.00)
Transport, Storage and Communications	3,18,448 (99.51)	1,567 (0.49)	3,20,015 (100.00)
Finance & Business Services	55,000 (98.98)	567 (1.02)	55,567 (100.00)
Social services	18,77,663 (91.15)	1,82,355 (8.85)	20,60,018 (100.00)
Total	1,91,77,448 (95.80)	8,40,414 (4.20)	2,00,17,862 (100.00)

Note: Figures in parentheses indicate percentage.

11.4.3 Female Employment in Different Sectors

Agricultural work in the field and agriculture related work at home may be called primary activities. Manufacturing sector where raw materials are changed from one form to another may be called secondary activities. Business of exchange, distribution and service activities like banking, insurance, holding, etc. may be called tertiary activities.

An effort was made to assess the employment situation of women in the nationalized sector covering secondary and tertiary activities. Bangladesh Jute Mills Corporation, Bangladesh Textile Mills Corporation, Bangladesh Forest Industries Development Corporation, Bangladesh Chemical Industries Corporation, Bangladesh Sugar and Food Industries Corporation, etc., were considered to be engaged in the secondary economic activities, while Port Authority, Road and Transport Corporation, Water Transport Corporation, Railway Board, Shipping Corporation, Investment Corporation, Sadharan Bima Corporation, Bangladesh Bank and the nationalized commercial banks, etc., were considered to be engaged in the tertiary work in the public sector. Employment data were obtained from the department of labour.

It appears that in the public sector secondary and tertiary enterprises employed a total of 27,824 officers of which only 1.58 per cent were women. This shows the negligible position occupied by women in the officers' cadre. In the above mentioned organizations a total 1,73,806 individuals were employed as clerks, stenographers, etc., who occupied an intermediate position between the workers at the bottom and officers at the top. Only 1.79 per cent of such staff were women. This shows that women play a very negligible role inthe job market in the nationalized sector. In the workers category of the public sector enterprises 3,64,408 individuals were employed of whom only 2.56 per cent were women. Women comprises only 2.28 per cent of the total employed persons. The situation continues to prevail inspite of government directives to keep 10 per cent quota reservation for women.

11.4.4 Women in Civil Service

At the moment there are 21 grades of employees in government service. Those falling in grades I-XIII are known as Officers, those falling in grades XIV-XIX are known as Class III employees and those falling in grades XX-XXI are known as Class IV employees. According to the statistical Year Book of Bangladesh 1980[a] total of 5,63,058 employees are in government service of which 51,209 are

in the Officers' category, 3,43,319 in Class III category and 1,68,530 in the Class IV category. Attempts to obtain women figures did not succeed.

11.5 Employment Status of Women

11.5.1 Women as Employers

The Population Census of 1977 categorised men and women on the basis of their employment status. Status wes defined in terms of "Employer", "Employee", "Self Employed" and "Unpaid family helper". The position of women compared to that of men is shown in Table 11.4.

TABLE 11.4

SEXWISE DISTRIBUTION OF EMPLOYERS BY PROFESSIONAL CATEGORY

Employer	Men	Women	Total
1. Professional and Technical	3,202 (98.70)	42 (1.29)	3,244 (100.00)
2. Administrative and Management	2,270 (98.18)	42 (1.82)	2,312 (100.00)
3. Clerical	793 (100.00)	--	793 (100.00)
4. Sales	1,71,097 (99.48)	903 (0.52)	1,72,000 (100.00)
5. Services	2,855 (99.41)	17 (0.59)	2,872 (100.00)
6. Production and Transport	42,246 (99.21)	338 (0.79)	42,584 (100.00)
Total	2,22,463 (99.46)	1,342 (0.60)	2,23,805 (100.00)

Note: Figures in parentheses indicate percentage.

It appears that the proportion of female employers is very negligible. Out of total employers only 0.60 per cent constitutes women. The proportions of female employers are 1.29 per cent in the ~~field of~~ professional and technical area, 1.82 per cent in administrative and management area, 0.59 per cent in services area, 0.52 per cent in sales and 0.79 per cent in production and transport area. It is evident that men dominate the job market as employers.

11.5.2 Women as Employees

The proportion of women employees is also insignificant. Out of the total employees numbering about 20,08,179, only 1,13,674 are women. The relative position of women as employees in various areas of job market is shown in Table 11.5.

TABLE 11.5

RELATIVE POSITION OF WOMEN AS EMPLOYEES

Employees	Men	Women	Total
1. Professional and Technical	2,71,966 (93.39)	19,257 (6.61)	2,91,223 (100.00)
2. Administrative and Management	26,823 (98.78)	332 (1.22)	27,155 (100.00)
3. Clerical	1,99,280 (98.95)	2,102 (1.04)	2,01,400 (100.00)
4. Sales	1,04,211 (99.32)	714 (0.68)	1,04,925 (100.00)
5. Services	2,34,715 (75.65)	75,607 (24.35)	3,10,322 (100.00)
6. Production and Transport	10,57,570 (98.54)	15,662 (1.46)	10,73,232 (100.00)
Total	18,94,565 (94.34)	1,13,674 (5.66)	20,08,179 (100.00)

Note: Figures in parentheses indicate percentage.

11.5.3 Women in Self-Employment

In an underdeveloped country like Bangladesh self-employment plays an important role in primary, secondary and tertiary activities. Self employed persons invest their own capital, manage their own affairs and take the risk of loss or gain themselves. In Bangladesh, according to 1977 Census, a total of 15,82,264 individuals were self-employed. Of this number women constituted 19.46 per cent only. The proportions of self-employed women are 4.68 per cent in professional and technical area, 8.11 per cent in

administration and management area, 4.22 per cent in clerical area, 2.75 per cent in sales area, 31.97 per cent in services area and 3.26 per cent in production and transport area.

11.5.4 Women as Unpaid Family Helpers

In 1974 Census a total of 3,67,737 individuals reported themselves as unpaid family helpers. Of them 80.60 per cent comprised men and 19.40 per cent women. Occupationwise distribution of unpaid family helpers is shown in Table 10.6.

TABLE 11.6

OCCUPATIONWISE DISTRIBUTION OF MALE AND FEMALE UNPAID FAMILY HELPERS

Occupation	Men	Women	Total
1. Professional and Technical	10,779 (95.32)	529 (4.68)	11,308 (100.00)
2. Administrative and Management	691 (91.89)	61 (8.11)	752 (100.00)
3. Clerical	3,679 (95.78)	162 (4.22)	3,841 (100.00)
4. Sales	65,588 (97.25)	1,855 (2.75)	67,443 (100.00)
5. Services	14,735 (68.03)	6,925 (31.97)	21,660 (100.00)
6. Production	2,00,931 (74.45)	61,862 (23.55)	2,62,793 (100.00)
Total	2,96,403 (80.60)	71,334 (19.40)	3,67,737 (100.00)

Note: Figures in parentheses indicate percentage.

11.7 Overseas Employment of Women

11.7.1 Extent of Export

The Government of Bangladesh has adopted a policy of marpower export with the objective of solving the acute problem of unemployment within the country and also for earning foreign exchange. The expectation of the government is to develop manpower export next to jute as foreign exchange earner. An effort was made to find out the number of Bangladeshi women employed abroad. The Bureau of Manpower, Employment and Training of the Government could furnish only the total number of people exported, sex-wise breakdown was not available. However, it is believed that about 10 per cent to 15 per cent of the exports are likely to be women. Table 11.8 shows occupation-wise breakdown of manpower exported over the years 1976-1981.

TABLE 11.8

OCCUPATIONWISE BREAKDOWN OF MANPOWER EXPORTED OVER THE YEARS FROM 1976 - 1981

Years of Export	Exported for				Total Export	Growth rate
	Professional occupations	Skilled work	Semi-skilled work	Un-skilled work		
1976	568	1,775	543	3,201	6,087	100
1977	1,766	6,447	490	7,022	15,725	258
1978	3,455	8,190	1,050	10,114	22,809	375
1979	3,494	7,005	1,685	12,301	24,485	402
1980	1,983	12,209	2,343	14,038	30,573	502
1981	3,892	22,431	2,449	27,015	55,787	916

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The Bureau, however, furnished some data on the export of women who work as Ayas and maid servants. Such jobs were taken by 13 women in 1980, by 282 women in 1981 and by 194 women upto June, 1982. In addition, 1,504 nurses and para medicals were exported upto 1981. This group comprised both men and women. There is a limited market overseas for women's employment as domestic helpers but at home there is some social oppostion to taking such employment.

11.8 Categorisation of Working Women

One writer has classified working women of the urban area of Bangladesh into three categories, namely:

(a) Migrant women workers;

(b) Women seeking long time employment for economic reasons;

(c) Women seeking work for non-economic reasons.

(1) Migrant women come to the urban centres from the villages in order to earn their livelihood. Most of the women in this group are illiterate, unskilled and untrained. They have a low class status, and they are usually employed as domestic workers doing part-time jobs in the houses of middle class families. They are given nominal wage for unspecified working hours . They have no job security.

(2) The second category of women are permanent residents of urban areas. They work mainly to meet expenses of food, clothing and shelter. Women of this group are educated, skilled and trained. They view employment as an instrument of improving their living standard. They are engaged in professional occupation. They enjoy some degree of security with regular working hours, leave privileges and they get high salary.

(3) The third category is composed of the elite group. Members of this group work for personal fulfilment and sense of independence. Satisfaction of economic need is remote for them. These women in general are highly educated. They are engaged normally in occupations in which they are the owners or financiers. Many of them are members of voluntary social service groups.[17]

11.8.1 Sector-wise Women's Employment

In the rural society women spend 12 to 14 hours daily in production work as opposed to 11 hours daily by men. Productive work is defined as income generating activities and expenditure saving activities related with household chores.[18]

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17. Farida S. Enayet, Economic Activities and Employment Opportunities in the Urban Situations, Situation of Women in Bangladesh, Women for Women, Dhaka, 1979.

18. A. Farouk and M. Ali , The Hard Working Poor, Bureau of Economic Research, Dhaka University, 1975.

Majority of the urban women neither work nor look for work. 65 per cent of all urban females are employed or looking for work.

11.8.2 Manufacturing

Manufacturing falls in the category of secondary economic activities. Some urban woman workers are found working in pharmaceuticals, tea, match and chemical factories. In the Jute and Cotton Mills women are employed at the lowest level. They have to work in poor conditions for low wages. Some women are also employed in the handloom industry and numerous small semi-industrial units which have emerged in urban centres. They serve in toy manufacturing, pottery making, glass bangles making, etc. They also work as sweepers. They are also found employed in units making plastic items and toilet articles. In North Bengal women are employed in factories making cigarettes of local brands known as bidi. A large number of women are employed in the tea gardens as workers.

11.8.3 Electricity, Gas, Water, Construction

These industries require skilled manpower with technical knowledge. Few women are employed in these activities. They are not given employment because of their lack of skill and technical knowledge.

11.8.4 Trade

Trade falls in the category of tertiary activities. Wholesale or retail trade is not a preferred activity for women. However, three types of women are found in the trades. First, there is the entrepreneur group who run their own business. Second, the tribal women who are not subject to social constraints and therefore can move freely buying and selling goods. Third, women observing purdah find employment in eating houses, kitchens and do the cooking or grinding the spices, the eating houses being run by their husbands. These are also tertiary activities.

11.8.5 Transport and Storage

A small number of women are employed in the transport sector. These women do not have education. They assist in sorting potato and fish. They also help in fish processing and drying. Some women are employed at railway reception. Some are also employed with the airlines as air hostesses and doing other office jobs.

Women working as receptionists and air hostesses are at least high school graduates but those employed in the offices for janitorial work are either illiterate or have low level educational attainments.

11.8.6 Finance

Companies and Corporations, commercial banks and specialized financial institutions are expanding their activities. Women in these organizations are given employment as janitors, typists, clerks or as petty accountants and junior officers. Some women in recent years have, however, reached to managerial rank in banks.

11.8.7 Social Service

This area is very important in the employment of women. Women are employed as doctors, teachers, nurses and other professionals. However, a large number of them are in the category of domestic servants. Women, particularly in the urban areas not having access to education, take to wage paid domestic service. This is particularly true for widows. There is a continuous flow of such women from rural areas to the urban centres in the hope of finding domestic employment. However, the scope for employment in the domestic service is not increasing because of the breakdown of a traditional social fabric. There is the rising cost of living which discourages many fixed income earners to hire wholetime maid servants. Increased landlessness in the rural areas has destroyed the capacity of small and marginal landholders for extending care to widows and minor girls. For many women the alternative to domestic service is

destitution and starvation. Domestic service is in the lowest category of employment with meagre pay and very little security. Some families employ them as part-time helpers and give them some cash but no food and no living accommodation.

11.8.8 Professional Occupations

Teaching has traditionally been a respectable profession for women. This profession is, however, open to educated women. Teaching has the advantage of segregating men and women which is an impprtant social requirement. The Government of Bangladesh have fixed a quota for the recruitment of female teachers in the primary schools but they are reportedly depressed by competition from men. Only about 5 per cent of the primary school teachers and 7 per cent of the high school teachers are reportedly women. It is also reported that some women with C.Ed. (P.T.I. Course) still remain unemployed. Women claim that they can look after their families and also work as teachers if they are posted in the schools located in their neighbourhoods.

The position at the college level also shows a disappointing picture. At the Intermediate and Degree levels 5 per cent of the total teachers are women. At the University level the position is somewhat better where ~~University level~~ 8 per cent teachers are women. Again, relatively

fewer women are employed at the University of Engineering and Technology.

Medical profession enjoys a socially respectable status. Quite a number of women are in the medical profession but such women come from well-off families which could send them to the medical college. There is now a serious craving on the part of women passing out H.S.C. examination in science group for the medical profession. This is partly because of social prestige attached to the profession. One can practise as a medical doctor without violating the socio-cultural practice of sex segregation. Another reason for liking the medical profession is its viability in the employment market. There are privately owned medical chambers and clinics in Dhaka run by women.

The employment position of women as teachers in the medical institutions is unsatisfactory. Out of the total people employed in 8 Medical Colleges, one Dental College, one Institute of Post-graduate Medicine and Research, only 14 per cent are women. Women practising as registered medical doctors is not even 4 per cent of the total registered medical doctors. A number of women medical doctors have gone abroad on contract service.

Nursing and Midwifery are allied branches of medical professions. The demand for nurses and midwives is on the increase at home and abroad. But participation of women in this socially esteemed medical profession is low.

Law is yet another profession which commands considerable social prestige. There are about two dozen law colleges in the country but employment of women as law teachers is insignificant. Women occupy an insignificant position as lawyers. They, however, seem to have penetrated the professional fields of writers, journalists, musicians, actors and dramatists, vocal artistes, painters and sculptures. The total number of women employed in these capacities is rather small. A large section of the population is opposed to participation of their women folk in these activities. The opposition is rather strong in the rural areas.

11.8.9 Government Service

The appointment of a woman minister and the introduction of reservation quota for women in all Ministries, Directorates, Autonomous bodies and Public companies indicate the realistic attitude of the government. Women occupy an unimportant postion in government service. No woman is seen to work as Secretary of a government department. In Bangladesh women are allowed to compete for most of the branches of civil and foreign services.

The flexible attitude of government is reflected in the decision of raising the age limit upto 30 years for women's entry into government services. There are certain departments of the government where women comprise a sizable proportion of the total work force. Women are occupying positions of Directors and Deputy Directors in Population Control and Family Planning sectors. The department of Social Welfare also employs considerable number of women. However, decision making positions occupied by women are very few.

11.8.10 Armed Forces

Police Service is no longer reserved for men. The door of Dhaka Metropolitan Police Force was opened for women in 1976. Women also have access for employment in Chittagong Metropolitan Police Force. Special Branch of police also employs women. The scope of women for employment in the regular Armed Forces is rather limited. For employment in the regular Armed Forces physical fitness and single marital status are two basic qualifications. It has been suggested that government should change their policy and facilitate recruitment of women in all branches of Armed Forces.[19] Women have demonstrated that they have the talent and capacity to do well as Ansars.

19. Farida Enayet, op.cit.

11.8.11 Secretarial Science

Facilities are available for training of women in Secretarial science. The Commercial Institute of Dhaka city has been running a useful programme of Secretarial Science. The minimum entry requirement is high school graduation. The training has opened new avenues of employment for urban women. At the moment, women with Bachelor's and Master's degrees go for the Secretarial Science courses. The Technical Education Directorate controls 17 such Institutes in different parts of the country. There are quite a number of privately managed Secretarial Training Schools in different district towns. Women holding diploma in Secretarial Science find employment in private firms, government offices, semi-government organizations, public corporations, foreign missions and international organizations. Emoluments in secretarial positions are attractive.

11.8.12 Other Occupations

There is provision for trades training in the Technical Institutes, where woman students are admitted. One discouraging factor for them is the lack of hostel facilities for women in the Technical Institutes.

Radio and Television have already employed some women as vocalists, dramatistis, news-readers, and announcers. Women argue that they can do well in administrative posts and can be fit to occupy positions of responsibility.

Telegraph and Telephone department employs women as typists, and receptionists. Private firms, semi-government organizations and foreign missions employ women as telephone operators but there is reportedly a discrimination against women in receiving overseas call.

In Railways, Waterways, Shipping, Airways and Tourism women are employed as secretaries, receptionists, typists and in other assorted jobs.

Hair dressing is in its nascent stage as an income generating occupation for women. Saloons are located in posh areas of Dhaka city and are frequented mostly by those who show attraction for smartness and fashion.

Another income generating activity for women in the urban areas is the operation and management of nursery schools, kindergartens and tutorial homes. Lack of facilities for pre-primary schooling and severe competition for admission in the regular schools have encouraged the growth of such institutions. These institutions are privately owned and managed and so long there was no government control over them. Recently the government have directed registration of such institutions.

11.8.13 Home Based Employment

This is a new area of economic activity which is being encouraged for improving the economic status of women. Doll making, artificial flower making, Sewing, painting, designing, etc. are being encouraged by organized institutions. These institutions are trying to help women in the acquisition of productive skills. Women of low income groups are given training and work materials in these homes and the finished products are bought on piece rate basis.

11.9 Job Market Survey for Women in Dhaka

11.9.1 IBA Survey

A survey of the job market of women in Dhaka city was conducted by Dr. Alimullah Miyan of the Institute of Business Administration, University of Dhaka . The survey revealed that 90 per cent of the mothers of female students who passed the SSC examination in Science Group were not involved in any gainful employment, 6 per cent were working as professionals and only 4 per cent were employed in government and semi-government organizations. Some 40 per cent of the mothers had education upto HSC level and above.

An attempt was made to ascertain the career plans of the graduating female students. A strong inclination for pre-medical course of study at HSC level was observed.

This reflected the high value of medical education in the country. Cent per cent of the graduating female students indicated the desire to engage themselves in gainful employment. They were opposed to full-time absorbtion in domestic life. Professional career choices indicated by them were:

Doctor	- 50 per cent
Engineer	- 8 per cent
Teacher	- 6 per cent
Economist	- 8 per cent
Lawyer	- 6 per cent
Architect	- 4 per cent
Politician	- 2 per cent
Social worker	- 2 per cent
Artist	- 2 per cent
Others	- 10 per cent

The graduating female students reported that there were a number of inhibitors to their joining the technical branch of education. These inhibiting factors as mentioned in order of frequency, were as follows:

a)	Expense of Education	- 66 per cent
b)	Religious prejudice	- 32 per cent
c)	Parental dislike for co-education	- 28 per cent
d)	Hard labour and rigour of technical education	- 14 per cent

e)	Lack of knowledge	-	12 per cent
f)	Conservative attitude of family	-	10 per cent
g)	Lack of facilities	-	10 per cent
h)	Parental dislike for technical education (Multiple answers)	-	4 per cent

11.9.2 Educational Career Plans Desired by Parents

The same survey attempted to ascertain the educational careers and employment plans desired by the parents of high school female graduates in the Science group. 56 per cent thought that their daughters had the intelligence for a career and 40 per cent wished them to become established in life independently. The educational preferences of the parents indicated that 56 per cent had first preference for medical education, 8 per cent for engineering, 4 per cent for general education and 26 per cent for humanities and 6 per cent for other lines.

The parents reported that a number of factors prevented the girls from pursuing technical education. The main hurdles mentioned were high cost of technical education and conservative outlook of the society. The parents mentioned the following deterring factors for girls' technical education.

Factors	Per cent reporting
1. Economic hardship and high cost of technical education	58
2. Orthodox religious belief and conservative attitude towards co-education	56
3. Lack of knowledge about the availability of scope of technical education	22
(Multiple answers)	
4. Hard labour of technical work and girls' weak physical capacity	10
5. Dislike for making heavy investment for daughters' expensive technical education	10
6. Dislike for technical education	

The parents suggested several means for promoting technical education among women. These are given below:

Suggestions	
a. Granting stipends and scholarships	74
b. Job assurance	66
c. Hostel accommodation on campus of the Institute	54
d. Transportation facilities if girls are made to attend classes from parent's residence	36
e. Congenial environment in the Institute campus and hostel	8
(Multiple answers)	

An interesting finding of the study was that people viewed education as an instrument for obtaining jobs. The views of the parents indicated that they were eager to see economic emancipation of their daughters. They did not like to see their daughters completely dependent on their husbands. They desired that their daughters might develop their careers for some income generating professions.

According to the findings of the survey under review a number of jobs involved handling of large accounts and cash which were risky and female administrators in Bangladesh did not like those and they thought that they were somewhat less expert in handling accounts and cash. They suggested that female employees must be trained in and made conversant with the techniques of recording financial transactions in the journals and ledgers and be trained in handling cash.

The respondents expressed readiness to study diploma course in Engineering if facilities were available like the following:

Facilities wanted	Per cent reporting
1. Hostel accommodation	66
2. Scholarship	66
3. Job Assurance	66
4. Transport facilities while on the job	32
5. Job related facilities like housing accommodation	18
6. Congenial atmosphere in the office/factory	16

An employer survey was also undertaken as part of the main survey. In order to ascertain the level of employment of women and their attitude towards female employees a total of 150 employers were interviewed. There were 2,91,617 persons in formally recognized establishment of which 9,332 were women. Apparently, the percentage of women was very small being only 3.20 per cent. Among the female employees 7.3 per cent were below SSC, 37.7 per cent were high school graduates and 31.7 per cent were college graduates.

11.9.3 Difficulty in Employing Women

On being requested to indicate whether there were any specific difficulties in employing women in the organizations, 69 per cent of the employers categorically stated that there was no difficulty in giving employment to women but 31 per cent indicated the difficulty in posting women at out stations. Women press for posting at housbands' work station. Present Government policy directives desire posting of women at their husbands' work stations. Some social problems in employing women were also reported. Some employers reported that women were by nature lazy and physically less efficient and could not handle heavy work. Difficulty of placing them in the night shift was also reported.

About technical jobs the employers reported that women with engineering diploma were particularly suitable for the following jobs:

Type of job	Per cent reporting
a. Estimating, drafting and architecture	36
b. Electronic and instrumental	9
c. Laboratory Instructor	4
d. Laboratory Assistant	4
e. Tracing and Designing	4
f. Maintenance operation of electronics	3
g. Chemical Engineering work	2
h. Photo Retouching and printing	1

(Multiple answers)

11.9.4 General Employability of Women Diploma Sub-Assistant Engineers

The findings of the survey indicated that 81 per cent of the employers had positive attitude towards employment of women diploma engineers. They thought that women could play a very important role in indoor works such as architecture, drafting, designing, electrical and telephone work, electronics and light engineering. But 9 per cent of the employers indicated negative attitude on the ground of weaker physical capacity of women and conservative social system.

11.9.5 Employers' Attitude Towards Women's Reservation Quota

It appeared that 47 per cent of the employers appreciated the policy of the Government and termed the 10 per cent quota reservation for women to be good. Another 33 per cent hailed the policy as wise but suggested raising the quota for certain types of jobs. Some of the employers thought that all jobs were not suitable for women. 17 per cent indicated dislike for mandatory quota for women. In their opinion recruitment should be made on the basis of merit and open competition.

11.9.6 Reasons for Womens' Desire for Career Opportunity

One reason for women's career desire was financial. Some girls considered it a duty to repay part of the money invested by their parents in them. This was particularly true for girls hailing from middle class families.

Another reason for accepting paid jobs was to earn money for survival in the face of economic hardship. This was particularly true for girls coming from disadvantaged families.

The third reason for women's career was that it was a hobby or an opportunity of spending time. This was particularly true for girls coming from upper class families.

A fourth reason was that girls needed more money for personal expenses, as on apparel and cosmetics.

11.10 Assessment of Employers' Recruitment Policy

The advertisements made in two daily newspapers - Bengali daily the Ittefaq and English daily the Bangladesh Observer were examined. All advertisements appearing in the Ittefaq from 1st April 1981 to 31st September 1981 and all the advertisements appearing in the Bangladesh Observer from 1st October 1981 to 31st March 1982 were reviewed. The names of the posts advertised, the academic qualifications prescribed, the work experience required, the pay scales attached to the posts, the total number of posts to be filled up were studied. Each advertisement was carefully studied to determine whether it was reserved for men or women or open to both sexes.

The advertisements were classified into four categories: (i) government, (ii) semi-government and public corporations, (iii) private organizations, and (iv) foreign organizations.

Findings

1. It was found that in the course of one year under study a total of 9,294 advertisements appeared in the two leading dailies, each covering a period of six months.

2. It appeared that 45.08 per cent advertisements were made by government, 21.19 per cent were by semi-government and public corporations, 14.48 per cent advertisements were made by private organizations and 19.25 per cent by foreign organizations.

3. The number of posts to be filled in were mentioned in 1,989 out of 4,190 cases in the government offices, 870 out of 1,969 cases in the semi-government offices, 958 out of 1,346 cases in the private offices and 862 out of 1,789 cases in foreign organizations.

4. Out of 9,294 posts advertised, 281 posts were specifically mentioned for women of which 2 per cent was in government offices, 8 per cent in semi-government offices, 65 per cent in private offices and 25 per cent in foreign organizations.

5. For 1,416 posts, the advertisements mentioned that both male and female candidates could apply. This number was distributed as 29 per cent in government offices, 16 per cent in semi-government offices, 3 per cent in private offices and 2 per cent in foreign organizations.

6. For 2,115 posts no mention of sex was made. 25 per cent of these posts were in the government, 24 per cent in semi-government, 16 per cent in private and 36 per cent were in foreign organizations.

11.11 Employment and Income of Women

Employment is an instrument of generating income which acts as the mirror of the economic status accorded by the society to an individual. Apparently, employment is a useful variable for the measurement of the status of women. Equal opportunity for economic participation is the basic right for both man and woman. Any discrimination against women is incompatiable with human dignity. This was recognized by the United Nations in 1967; The Constitution of the People's Republic of Bangladesh recognised work, as right for every citizen, male or female. Article 29 of the Constitution prohibited discriminations on account of sex.[20] But it is reported that in reality women have little access to employment due to social prejudice and lack of information and training.[21]

So far participation in economic activities is concerned, in Bangladesh only 2.5 per cent of women aged 10 years or more are economically active as compared to 22 per cent in other developing countries.[22] Although Census Report of 1974

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20. The Constitution of the People's Republic of Bangladesh as modified upto January 25, 1975, Dhaka.

21. Sattar, M.A., Status and Role of Women in the organised sector in Bangladesh. Paper presented at the ILO Seminar on "Status and Role of Women in the Organised Sector", 1977.

22. Status of Women in Bangladesh, R.H. Choudhury and N.R. Ahmed, op.cit.

classified only some 3 per cent of the rural women aged 10 years and above as agricultural labour, the remaining 97 per cent cannot be classified as idle. These women contribute significantly in agriculture related activities but their contribution is largely unrecognised[23].

An average woman in Bangladesh spends 10 to 14 hours a day on activities which may be termed as productive.[24] The economic activities include rice cleaning and husking, fuel preparation from cowdung, molasses making, tending kitchen garden, grain processing and storage, food processing and preservation, seed storage and preservation, poultry and livestock growing, etc. In the weaving community they are helpful in spinning and in the fishing community they help in fishing and net making. These economic activities once used to be conducted in the secluded corners of houses without violating purdah. In recent years changes have occured and women are observed to pursue non-household income earning activities.[25]

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23. Kabir K. et. al, Rural Women in Bangladesh: Exploing some Myths in the Role of Women in Socio-economic Development, (Mimeo), The Ford Foundation, Dhaka, 1976.

24. Farouk, A. and M. Ali, The Hardworking Poor- A survey of how people use their time in Bangladesh. Bureau of Economic Research, Dhaka, 1977.

25. Adnan, s. et. al, Social change and Rural Women; Possibilities of participation, Bangladesh Economic Association, Dhaka, 1977.

However, it is the widows who have no one to support them, predominantly look for jobs. These women do not hesitate to sell fish, bettle leaf, bamboos in the local market and also to go from one house to another.[26] But conservative social forces very often undermine the participation of women in economic activities. The purdah system is a serious handicap. Women are discouraged even to organize co-operative institutions. The critics do not hesitate to accuse them of following an immoral life style.[27] At the present moment average per capita income is reported to be 130 US dollars (The Ittefaq 23.10.1982). The income of the employed women is, however, very low because of the low paid activities they engage themselves in.

Some perceive women's participation in the job market as a threat to men's employment. Development is reflected by overall productivity of the community. This is hardly possible through the employment of men alone. Women need not be viewed as men's rivals. The focus of development planning should be creation of more employment opportunities. Educated women in Bangladesh suggest employment oriented planning. They emphasise that in many cases working women are the income earners for their families and they seek employment to fulfil their basic economic needs.[28]

26. J. Ellickson, 'Rural Women' in Women for Women, Dhaka University Press, 1975, pp.81-89.

27. Adnan, op.cit.

28. Kushi Kabir, et. al, Rural Women in Bangladesh: Exploding some Myths, (Mimeo), The Ford Foundation, Dhaka, 1977.

Women have less jobs and less income then men. Because of low income obtainable to employed women, women economists of Bangladesh strongly feel that women in Bangladesh constitute a disadvantaged group. In support of their argument they refer to the "extremely low and declining share of female employment to the total employment".

11.12 Problems of Working Women

Many problems are encountered by the female labourers and the female office employees in Bangladesh. Women feel that the environment of working place or the office is not suitable for them. For instance, separate lounge and dinning areas are absent. Majority of the non-working women of Dhaka city think that lack of baby care centres is one of the main reasons for which they cannot participate in outdoor paid job.

Lack of adequate, dependable and quick transportation facilities is a deterrent for working women. Yet another problem for working women in the urban areas is the lack of accommodation facilities. Acute is the problem of single women. Owners of private houses are reluctant to rent out accommodation to them. Hostel facilities for career women even in the capital city of Dhaka are quite inadequate.

The attitude of the society and that of men are negative towards the employment of women in outside jobs. A survey of 270 men in Dhaka city conducted in 1976 found that domestic employment such as sewing, toy making was considered most suitable for women. The next preferred employment for them was teaching followed by medicine. In these employments, chances of contact with men were less and those of protecting female modesty were more. Hanna Papanek found that medicine and teaching were considered to be highly respected occupations for women because the scope of violating purdah was less.[29] These were not in direct competition with men's occupations.

Nursing is another medicine related profession in which more women are attracted. But nursing as a profession is given a low prestige by men.[30] This was found in a study in 1956. There was opposition to women joining the nursing profession. Parents and relatives were not willing to send their daughters for nursing profession. Majority of the guardians felt that nurses enjoy low income and low status.[31] However, in recent years distinct change in the attitude of the men has been noticed.

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29. Journal of Marriage and the family, August, 1971.

30. A. F.A. Hossain, Employment of Middle Class Muslim Women in Dhaka, Bureau of Economic Research, Dhaka University, 1958.

31. B.A. Alam, 'Women in Nursing' in Women for Women, Dhaka University Press, 1975.

Women's participation in industrial activities in the urban areas is limited. About 2 per cent of the industrial labour force are women. They are mainly employed in the pharmaceutical and electric industries. They are given low paid factory jobs. Decision making powers are rarely given to women. This is partly due to lack of training for the jobs and partly due to general non-acceptance of women by men. It is reported that a male candidate with a university degree can expect to get an executive job while a female candidate with an equivalent degree may not expect such a job.[32]

Some employments require participation in training programme but many female candidates cannot satisfy the requirement because of inadequate training facilities. Age of women is a problem. It is difficult to get a job soon after passing from school or college. When one gets a job she thinks of marriage. After marriage one cannot give full attenttion to one's job. By the time women get settled in home life most of them cross the age limit of 30.

Another difficulty reported in the survey relates to long hours of absence from home obliging working women

32. R.H. Choudhury, et. al, op. cit.

to depend on domestic servants for doing their household works or/and on baby sitting helpers. The servants take advantage of the working women's dependence on them and they use coersive tactics for exploiting the situation. Better arrangement for house keeping may increase the willingness of women to go for outside work.[33]

Individuals occupying key positions have to attend social functions. Such social functions are on the increase in the context of the "people oriented administrative policy". This again takes away much of their budgeted home-time.

A survey of woman heads of educational institutions in the private and public sectors in Dhaka revealed that there was no obvious discrimination against women. Most of the female administrators interviewed thought that they obtained the sympathy and co-operation of their colleagues, but a vocal minority felt that discrimination was not open and conspicuous but that it was "designed covert and subtle."[34]

Some respondents felt that men did not discriminate against women if there was no threat to the ego and official

33. Jahanara Huq, 'Women in Educational Administration in Bangladesh; in "Women and Education", Bangladesh, 1978. Women for Women, Dhaka, 1978.
34. Jahanara Huq, op. cit.

position of the male officials. It was observed that superiority of the male employees was not questionned even by a female boss.

Discrimination against women was reported particularly when the question of promotion to a key position was under consideration. Women's claims were reportedly bypassed or sidetracked on grounds of their lack of competence, lack of experience and domestic and social handicaps encountered.

11.13 Women's Education and Fertility Behaviour

Educational attainment and social status of women play an important role in decision making relating to spacing and number of child births as well as selection of contraceptive techniques. The behaviour of women is influenced by her experience and aspiration. Fertility is high if a woman has to depend upon her children for her social and economic security. A subordinate role of women acts as a barrier in the communication process between the husband and the wife and this acts as an obstacle to the diffusion of small family concept and reduction of fertility.[35] For effective reduction of population growth rate a complimentary role of men and women has been suggested. Economic

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35. Mukherjee, B.N., Status of Women as related to Family Planning.

independence of women through education and employment, as an alternative to child bearing has been recommended.[36,37]

Apparently education is perceived as a very important variable affecting fertility behaviour. A number of countries are reported to have experienced declining fertility through education[38]. Educational achievement has an inverse relationship to fertility.[39]

Education, among other benefits, generates a craving for higher living standard and exposes women to knowledge, attitude and practices which are considered favourable to the use of contraceptives. Education, by prolonging her stay in the educational institutions, also delays the age at which an woman would be married. Higher education enckindless new aspiration for non familiar activities which compete with raising children. Besides, an educated woman gives priority to the quality of children than the quantity. Desire to give better education to children encourages educated mothers to have fewer babies. Available literature shows that higher educated women use contraceptives in the earlier stages of their married life.[40]

36. Black Judith, Demographic Science and the Redirection of Population Policy.
37. Devis, K., Population Policy with Current Programmes.
38. Code A.J., Factors Associated with the Development of low fertility.
39. Boulson, B., Social Science Research on Population.
40. Chowdhury, R.H., Female Status and Fertility Behaviour in Metropolitan Urban Area of Bangladesh. Paper presented at the South and South-East Asian Conference on "Women and Development" held in Dhaka, 1977.

One study examined the relationship between education of husband and wife with fertility and the use of contraceptive. The finding of the study is that, there exists an inverse relationship between educated wife and her fertility, as measured by the number of children ever horn. A similar analysis of husband's education indicated inverse relationship between husband's education and fertility. The author made a comparative study of the effects of female and male education on fertility and found that at every stage female education has a more depresssing effect on fertility than has male education. A similar finding was obtained in a second study.[41]

41. Choudhury, R.H., Education and Fertility in Bangladesh. Bangladesh Ecnomic Association, 1977.

11.14 Women's Employment and Fertility Behaviour

Rural employment allows a woman to keep her children with her or leave them under the care of other family members. Non-paid family employment does not seem to present any motivation to reduce fertility. This is one reason for explaining the high birth rate in countries where most female employment is agriculture related. This shows that increasing avenues of female employment in the rural setting may not produce depressing effect on fertility behaviour to an appreciable degree, although lower fertility may result for rural working women compared to rural non-working women.

There is evidence that if rural women have independent income earning opportunities, they may be more eager to accept family planning. This has been demonstrated in the areas surveyed by Rural Development Programme and Mothers' Clubs. Personal visit to Kaliakoir thana in Dhaka district by one of the team members of the present study convinced him to believe that prospect of earning may encourage high acceptance rate of contraceptives. Studies have shown that women, if given vocational training for improving their earning capacity, come forward to accept family planning.

The data furnished in Table 11.9 is illustrative of relationship between education & fertility.

TABLE 11.9

MEAN NUMBER OF CHILDREN EVER BORN

	Current age					
	-20 years	20-24 years	25-34 years	35-44 years	45+ years	Total
Wife's Education						
No education	.7	2.5	4.9	6.9	6.7	4.2
Primary education	.7	2.6	4.7	7.1	6.9	3.4
Higher education	.6	1.9	3.8	6.6	7.6	2.4
Husbands' Education						
No education	.7	2.3	4.9	6.8	6.7	4.0
Primary education	.7	2.6	4.9	7.2	6.8	4.0
Secondary education	.7	2.7	4.7	7.2	7.2	3.8
Higher education	.7	1.9	4.4	6.6	6.3	2.8

Source: Demographic Characteristics of Bangladesh, USAID, 1980,

In one study 60 non-users of family planning methods who had recently gave birth to their 5th/6th child were interviewed. It was found that 56 per cent of these women were illiterate, 40 per cent were below SSC and 4 per cent had passed SSC.[42]

42. Habibullah and Santi N. Ghosh, Pricing Strategy of Contraceptives, Centre for Population Management and Research, Institute of Business Administration, University of Dhaka, 1982.

Bangladesh Fertility Survey of 1975 was based on national probability sample. It found inverse relationship between women's work status and fertility behaviour. The survey also showed inverse relationship between higher age of women at marriage and fertility.[43]

Communication become easy when levels of education of husband and wife are comparable. Communication between husband and wife was found to be an important factor in influencing the use of contraceptive and therefore the fertility behaviour.[44] Effect of conjugal relationship on fertility in Bangladesh was examined. It was found that use of contraceptive was higher among the couples who decided number and spacing of children jointly. One study concluded that couples who jointly participated in family decision expressed strong positive attitude towards family planning.[45]

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43. Zaman Sultan, S. and W.R. Wahed, Socio-cultural factors as Related to Attitude towards family planning among Women' in Bangladesh.

44. Md. Ahmed Ullah, Family Planning Aspects of Vocation Training for Women, Baseline Survey Report prepared for Directorate of Population Control and Family Planning.

45. Hill, R., et. al, The Family and the Population Control.

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PART THREE
APPENDICES

APPENDIX - A. TABLES

TABLE A 4.1

ENROLMENT FIGURES FOR PRIMARY SCHOOLS

In lakhs

Source	Year	Total Primary Enrolment in lakhs	Classwise breakup of enrolment					Class V enrolment as percentage of Class I Enrolment
			I	II	III	IV	V	
1	2	3	4	5	6	7	8	9
SFYP	1979	70.00 (23.3)	-	-	-	-	-	-
IER survey	1975	74.52 (28.71)	31.97 (12.20)	14.36 (5.33)	11.83 (4.29)	9.48 (4.62)	6.89 (2.27)	21.55 (18.61)
NFRHRD Survey	1978	70.69 (-)	30.90 (-)	13.79 (-)	10.63 (-)	8.59 (-)	6.76 (-)	21.94 (-)
Education Directorate	1972-73	77.94 (26.98)	36.05 (12.65)	15.30 (5.85)	11.32 (3.83)	8.63 (2.61)	6.63 (2.04)	18.39 (16.13)
	1973-74	78.79 (26.15)	33.05 (12.23)	17.12 (5.76)	12.56 (3.21)	8.94 (2.83)	7.12 (2.10)	21.54 (17.17)
BANBEIS	1974-75	83.50 (30.69)	35.82 (13.67)	16.09 (5.87)	13.25 (4.81)	10.62 (3.70)	7.72 (2.54)	21.55 (18.58)
"	1975-76	92.83 (32.99)	36.11 (14.27)	19.77 (6.33)	14.87 (5.09)	11.26 (3.66)	10.82 (3.64)	29.96 (25.51)
"	1976-77	90.18 (33.24)	36.41 (14.38)	18.72 (6.38)	14.11 (5.13)	10.68 (3.69)	10.26 (3.66)	28.18 (25.45)
"	1977-78	82.19 (30.38)	33.16 (13.11)	17.04 (5.82)	12.85 (4.67)	9.79 (3.44)	9.35 (3.34)	28.20 (25.48)
"	1978-79	82.28 (30.41)	34.00 (12.44)	17.54 (6.67)	13.02 (4.81)	9.99 (3.72)	7.72 (2.80)	22.71 (22.51)
"	1979-80	82.35 (30.48)	33.88 (12.79)	17.38 (6.32)	13.32 (4.96)	10.01 (3.72)	7.76 (2.78)	22.90 (21.89)

Source : 1. Planning Commission, Second Five Year OPlan, 1980
2. IER, Survey of Primary Schools in Bangladesh, 1977
3. NFRHRD, Primary Education Network in Bangladesh - Capacity & Utilization, Dhaka, 1979
4. Education Directorate, Annual Reports 1972/73&1973/74
5. BANBEIS, Dhaka.

Note : Figures within paranthoses indicate female enrolment in column 3 - 8.

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TABLE A 4.2

DISTRIBUTION OF ESTIMATED TOTAL ENROLMENT BY CALASSES AND DIVISION 1978.

Division	Location	Baby Class	I	II	III	IV	V	Total
Dhaka	Rural	169059 (10.15)	615078 (36.72)	300026 (18.01)	234907 (14.10)	196248 (11.78)	150582 (9.04)	1665900 (100.00)
	Urban	5834 (4.34)	49068 (36.59)	24524 (18.29)	20767 (15.49)	18076 (13.48)	15839 (11.81)	134108 (100.00)
Chittagong	Rural	42864 (2.25)	831834 (43.64)	381812 (20.04)	280009 (14.69)	210852 (11.06)	158578 (8.32)	1905949 (100.00)
	Urban	12318 (6.30)	55137 (28.21)	36180 (18.51)	35576 (18.20)	29615 (15.15)	26626 (13.63)	195452 (100.00)
Khulna	Rural	62512 (4.15)	644039 (42.79)	259399 (17.23)	206681 (13.73)	177527 (11.79)	155128 (10.31)	1505286 (100.00)
	Urban	3543 (3.97)	29336 (32.97)	17505 (19.67)	15266 (17.16)	12660 (14.23)	106774 (12.00)	88984 (100.00)
Rajshahi	Rural	55091 (3.75)	481058 (32.76)	336978 (22.95)	249633 (17.01)	197716 (13.47)	147761 (10.06)	1468237 (100.00)
	Urban	3985 (3.79)	2894 (27.61)	22703 (21.61)	20031 (19.07)	16495 (15.71)	12817 (12.20)	105025 (100.00)
Dhaka City		4035 (3.60)	35207 (31.41)	22518 (20.09)	19929 (17.78)	16847 (15.03)	13551 (12.09)	1120 (100.00)
Bangladesh	Rural	329526 (5.03)	2572009 (39.30)	1278215 (19.53)	971230 (14.84)	782343 (11.95)	612049 (19.35)	6545372 (100.00)
	Urban	25680 (4.90)	162535 (31.05)	100912 (19.27)	91640 (17.50)	76846 (14.68)	65956 (12.60)	523569 (100.00)

Source : National Foundation for Research on Human Resource Development, "Primary Education Net Work in Bangladesh : Capacity and Utilization (1979), P. 112.

Note : Figures within parentheses indicate row percentage.

TABLE A.5.1

ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1975

Class	Sex	9 - 10	10 -11	11-12	12-13	13-14	14-15	15-16	Total
VI -	M	27673	139607	225218	50296				442794
	F	20505	47205	59191	12980	-	-	-	139881
	T	48178	186812	284409	63276				582675
VII -	M		41771	85414	152649	40081	2347		322264
	F	-	10262	41673	64445	11780	2473	-	130633
	T		52033	127087	217094	51861	4820		452895
VIII -	M			34762	93810	142634	27418	1989	300613
	F	-	-	17806	37986	38811	9631	980	105214
	T			52568	131796	181445	37049	2969	405827
IX	M			5695	37967	127133	47565	17066	235426
	F	-	-	291	5498	26947	16572	6447	55755
	T			5986	43465	154080	64137	23513	291181
X	M				583	51970	108098	42505	203156
	F	-	-	-	100	5662	22845	15245	43852
	T				683	57632	130943	57750	247008
Total (VI-X)	M	27673	181378	351089	335305	361818	185428	61560	1504251
	F	20505	57467	118961	121009	83200	51521	22672	475335
	T	48178	288845	470050	456314	445018	236949	84232	1979586

Source : (a) Statistical Profile of Education in Bangladesh - BANBEIS, Dhaka, 1978 Table 2.03, page - 29

(b) Sexwise enrolment was calculated from the table - Source (a)

Note : M = Male

F = Female

T = Total

TABLE A.5.2

COLUMN PERCENTAGE OF ENROLMENT OF SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1975

		Age in years							
Class	Sex	9 - 10	10-11	11-12	12-13	13-14	14-15	15-16	Total
VI	M	57.44	74.73	79.19	79.49	-			75.99
	F	42.56	25.27	20.81	20.51	-	-	-	24.01
	T	100	100	100	100				100
VII	M		80.28	67.21	70.31	77.29	48.69		71.16
	F	-	19.72	32.79	29.69	22.71	51.31	-	28.84
	T		100	100	100	100	100		100
VIII	M			66.19	71.18	78.61	74.00	66.99	74.07
	F	-	-	33.81	28.82	21.39	26.00	33.01	25.93
	T			100	100	100	100	100	100
IX	M			95.14	87.35	82.51	74.16	72.58	80.85
	F	-	-	4.86	12.65	17.49	25.84	27.42	19.15
	T			100	100	100	100	100	100
X	M				85.36	90.18	82.55	73.60	82.25
	F	-	-	-	14.64	9.82	17.45	26.40	17.75
	T				100	100	100	100	100
Total (VI-X)	M	57.44	75.94	74.69	73.48	81.30	78.26	73.08	75.99
	F	42.56	24.06	25.31	26.52	18.70	21.74	26.92	24.01
	T	100	100	100	100	100	100	100	100

Source : Based on Table A 5.1

TABLE A.5.3

ROW PERCENTAGE OF ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1975

		Age in Years							
Class	Sex	9 - 10	10 - 11	11-12	12-13	13-14	14 - 15	15 - 16	Total
VI	M	6.25	31.53	50.86	11.36				100
	F	14.66	33.75	42.31	9.28	-	-	-	100
	T	8.27	32.06	48.81	10.86				100
VII	M		12.96	26.50	47.37	12.44	0.73		100
	F	-	7.86	31.90	49.33	9.02	1.89	-	100
	T		11.50	27.97	48.00	11.47	1.06		100
VIII	M			11.56	31.21	47.45	9.12	0.66	100
	F	-	-	16.92	36.10	36.89	9.16	0.93	100
	T			12.95	32.48	44.71	9.13	0.73	100
IX	M			2.42	16.13	54.00	20.20	7.25	100
	F	-	-	0.52	9.86	48.33	29.72	11.57	100
	T			2.06	14.93	52.91	22.03	8.07	100
X	M				0.29	25.58	53.21	20.92	100
	F	-	-		0.23	12.91	52.10	34.76	100
	T				0.28	23.33	53.01	23.38	100
Total (VI-X)	M	1.84	12.06	23.34	22.29	24.05	12.33	4.09	100
	F	4.31	12.09	25.03	25.46	17.50	10.84	4.77	100
	T	2.43	12.07	23.74	23.05	22.48	11.97	4.26	100

Source : Based on Table A 5.1

TABLE A.5.4

ENROLMENT AT SECONDARY LEVEL BY AGE, SEX AND GRADE FOR THE YEAR 1978

Class	Sex	Age in Years 9 - 10	10 - 11	11 -12	12 - 13	13 - 14	14 - 15	15 - 16	Total
VI	M	157689	50380	164350	34998				407417
	F	35565	23246	54205	19743	-	-	-	132759
	T	193254	73626	218595	54741				540176
VII	M		90373	41459	112997	50762			225591
	F	-	26145	16694	58322	22224	-	-	123385
	T		116518	58153	171319	72986			418976
VIII	M			79675	40289	121913	34182		276059
	F	-	-	28730	21094	36786	13217	-	99827
	T			108405	61383	158699	47399		375886
IX	M			3728	85049	48576	56476	32159	225988
	F	-	-	291	14396	10979	17050	10171	52887
	T			4019	99445	59555	73526	42330	278875
X	M				494	70617	56440	37967	165518
	F	-	-	-	124	11076	11546	11529	34275
	T				618	81693	67986	49496	199793
Total (VI-X)	M	157689	140753	289212	273827	291868	147098	70126	1370573
	F	35565	49391	99920	113679	81065	41813	21700	443133
	T	193254	190144	389132	387506	372933	188911	91826	1813706

Source : BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981.

TABLE A.5.5

COLUMN PERCENTAGE OF THE ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1978

		Age in Years							
Class	Sex	9 -10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15-16	Total
VI	M	81.60	68.43	75.20	63.93				75.42
	F	18.40	31.57	24.80	36.07	-	-	-	24.58
	T	100	100	100	100				100
VII	M		77.56	71.29	65.96	69.55			70.55
	F		22.44	28.71	34.04	30.45	-	-	29.45
	T		100	100	100	100			100
VIII	M			73.50	65.44	76.82	72.12		73.44
	F	-	-	26.50	34.56	23.18	27.88	-	26.56
	T			100	100	100	100		100
IX	M			92.76	85.52	81.56	76.81	75.97	81.04
	F	-	-	7.24	14.48	18.44	23.19	24.03	18.96
	T			100	100	100	100	100	100
X	M				79.94	86.44	83.02	76.71	82.84
	F	-	-	-	20.06	13.56	16.98	23.29	17.16
	T				100	100	100	100	100
Total (VI-X)	M	81.50	74.02	74.32	70.66	78.26	77.87	76.37	75.57
	F	18.40	25.98	25.68	29.34	21.74	22.13	23.63	24.43
	T	100	100	100	100	100	100.	100	100

Source : Based on Table A 5.4

TABLE A 5.6

ROW PERCENTAGE OF ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 197

		Age in Years							
Class	Sex	9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	Total
VI	M	38.70	12.37	40.34	8.59				100
	F	26.79	17.51	40.83	14.87	-	-	-	100
	T	35.78	13.63	40.46	10.13				100
VII	M		30.57	14.03	38.23	17.17			100
	F	-	21.19	13.53	47.27	18.01	-	-	100
	T		27.81	13.88	40.89	17.42			100
VIII	M			28.86	14.60	44.16	12.38	-	100
	F	-	-	28.78	21.13	36.85	13.24		109
	T			28.84	16.33	42.22	12.61		100
IX	M			1.65	37.64	21.49	24.99	14.23	100
	F	-	-	0.55	27.22	20.76	32.24	19.23	100
	T			1.44	35.66	21.36	26.37	15.17	100
X	M				0.30	42.66	34.10	22.94	100
	F	-	-	-	0.36	32.32	33.69	33.63	100
	T				0.31	40.89	34.04	24.77	100
Total (VI-X)	M	11.51	10.27	21.10	19.98	21.30	10.73	5.11	100
	F	8.63	11.15	22.55	25.65	18.29	9.43	4.90	100
	T	10.66	10.48	21.46	21.37	20.56	10.41	5.06	100

Source : Based on Table A 5.4

TABLE A 5.7

ENROLMENT OF SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1979

Class	Sex	Age in Years 9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	Total
VI	M	22346	112730	181841	40616				357533
	F	19927	45876	57511	12614	-	-	-	135928
	T	42273	158606	239352	53230				493461
VII	M		39373	80509	143913	37794	2218		303807
	F	-	9583	38892	60143	10997	2304	-	121919
	T		48956	119401	204056	48791	4522		425726
VIII	M			29449	79506	120877	23233	1681	254746
	F	-	-	13850	29549	30196	7498	761	81854
				43299	109055	151073	30731	2442	336600
IX	M			4158	27715	92783	34708	12457	171821
	F	-	-	282	5355	26248	16141	6284	54310
	T			4440	33070	119031	50849	18741	226131
X	M				436	38428	79935	31426	150225
	F	-	-	-	85	4797	19360	12917	37159
	T				521	43225	99295	44343	187384
Total (VI-X)	M	22346	152103	295957	292186	289882	140094	45564	1238132
	F	19927	55459	110535	107746	72238	45303	19962	431170
	T	42273	207562	406492	399932	362120	185397	65526	1669302

Source : (a) Sex and Grade (class)wise total enrolment was collected from BANBEIS's unpublished Data

(b) Agewise enrolment is estimated in the basis of 1975/76 data.

TABLE A 5.8

ROE PERCENTAGE OF ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1979

		Age in Years							
Class	Sex	9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	Total
VI	M	52.86	71.08	75.97	76.30				72.45
	F	47.14	28.92	24.03	23.70	-	-	-	27.55
	T	100	100	100	100				100
VII	M		80.43	67.43	70.53	77.46	49.05		71.36
	F		19.57	32.57	29.47	22.54	50.95	-	29.64
	T		100	100	100	100	100		100
VIII	M			68.01	72.90	80.01	75.60	68.84	75.68
	F	-	-	31.99	27.10	19.99	24.40	31.16	24.32
	T			100	100	100	100	100	100
IX	M			93.65	83.81	77.95	68.26	66.47	75.98
	F	-	-	6.35	16.19	22.05	31.74	33.53	24.02
	T			100	100	100	100	100	100
X	M				83.69	88.90	80.50	70.87	80.17
	F	-	-	-	16.31	11.10	19.50	29.13	19.83
	T				100	100	100	100	100
Total (VI-X)	M	52.86	73.28	72.81	73.06	80.05	75.56	69.54	74.17
	F	17.14	26.72	27.19	26.94	19.95	24.44	30.46	25.83
	T	100	100	100	100	100	100	100	100

Source : Based on Table A 5.7

TABLE A 5.9

COLUMN PERCENTAGE OF THE ENROLMENT AT SECONDARY LEVEL BY AGE, SEX AND GRADE FOR THE YEAR 1979

		Age in Years							
Class	Sex	9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 -16	Total
VI	M	6.25	31.53	50.86	11.36	-	-	-	100
	F	14.66	33.75	42.31	9.28				100
	T	8.57	32.14	48.50	10.79				
VII	M		12.96	26.50	47.37	12.44	0.73	-	100
	F		7.86	31.90	49.33	9.02	1.89		100
	T		11.50	28.05	48.93	11.46	1.06		100
VIII	M			11.56	31.31	47.45	9.12	0.56	100
	F	-	-	16.92	36.10	36.89	9.16	0.93	100
	T			12.86	32.40	44.88	9.13	0.73	100
IX	M			2.42	16.13	54.00	20.20	7.25	100
	F	-	-	0.52	9.86	48.33	29.72	11.57	100
	T			1.96	14.62	52.64	22.49	8.29	100
X	M				0.29	25.58	53.21	20.92	100
	F	-	-	-	0.23	12.91	52.10	34.76	100
	T				0.28	23.07	52.99	23.66	100
Total (VI-X)	M	1.80	12.28	23.90	23.60	23.41	11.33	3.68	100
	F	4.62	12.86	25.84	24.99	16.55	10.51	4.63	100
	T	2.53	12.43	24.35	23.96	21.69	11.11	3.93	100

Source : Based on Table A 5.7

TABLE A 5.10

ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1980

Class	Sex	Age in Years 9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	Total
VI	M	23994	121045	195253	43611				383903
	F	21469	49425	61960	13589	-	-	-	146443
	T	45463	170470	257213	57200				530346
VII	M		42838	87592	156575	41119	2413		330537
	F	-	10332	41932	64844	11857	2484	-	131449
	T		53170	129524	221419	52976	4897		461986
VIII	M			31666	85493	129979	24982	1808	273928
	F	-	-	18780	40068	40945	10166	1032	110991
	T			50446	125561	170924	35148	2840	384919
IX	M			4934	32889	110105	41188	14783	203899
	F	-	-	334	6326	31006	19067	7423	64156
	T			5268	39215	141111	60255	22206	268055
X	M				464	40946	85173	33487	160070
	F	-	-	-	981	6150	24820	16560	48511
	T				1445	47096	109993	50047	208581
Total (VI-X)	M	23994	163883	319445	319032	322149	153756	50078	1352337
	F	21469	59757	123006	125808	89958	56537	25015	501550
	T	45463	223640	442451	444840	412107	210293	75093	1853887

Source : (a) Sexwise and gradewise total enrolment was collected from BANBEIS unpublished data

(b) Agewise enrolment is estimated on the basis of 1975/76 data.

TABLE A 5.11

PERCENTAGE OF THE ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1980 (GOVT. AND NON-GOVT. COMBINEDLY).

Class	Sex	Age in Years 9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14-15	15-16	Total
VI	M	52.78	71.01	75.91	76.24				72.39
	F	47.22	28.99	24.09	23.76	-	-	-	27.61
	T	100	100	100	100				100
VII	M		80.57	67.63	70.71	77.62	49.28		71.55
	F	-	19.43	32.37	29.29	22.38	50.72	-	28.45
	T		100	100	100	100	100		100
VIII	M			62.77	68.09	76.04	71.08	63.66	71.17
	F	-	-	37.23	31.91	23.96	28.92	36.34	28.83
	T			100	100	100	100	100	100
IX	M			93.66	83.87	78.03	68.36	66.57	76.07
	F	-	-	6.34	16.13	21.97	31.64	33.43	23.93
	T			100	100	100	100	100	100
X	M				32.11	86.94	77.43	66.91	77.06
	F	-	-	-	67.89	13.06	22.57	33.09	22.94
	T				100	100	100	100	100
Total (VI-X)	M	52.78	73.28	72.20	71.71	78.17	73.12	66.69	72.95
	F	47.22	26.72	27.80	28.28	21.83	26.88	31.31	27.05
	T	100	100	100	100	100	100	100	100

Source : Based on Table A 5.10

TABLE A 5.12

COLUMN PERCENTAGE OF THE ENROLMENT AT SECONDARY LEVEL BY SEX, AGE AND GRADE FOR THE YEAR 1980 (GOVERNMENT AND NON-GOVERNMENT COMBINEDLY)

		Age in Years							
Class	Sex	9 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15-16	Total
VI	M	6.25	31.53	50.86	11.36				100
	F	14.66	33.75	42.31	9.28	-	-	-	100
	T	8.57	32.14	48.50	10.79				100
VII	M		12.96	26.50	41.37	18.44	0.73		100
	F	-	7.86	31.90	49.33	9.02	1.89	-	100
	T		11.51	28.04	47.93	11.47	1.06		100
VIII	M			11.56	31.21	47.45	9.12	0.66	100
	F	-	-	16.92	36.10	36.89	9.16	0.93	100
	T			13.10	32.62	44.41	9.13	0.74	100
IX	M			2.42	16.13	54.00	20.20	7.25	100
	F	-	-	0.52	9.86	48.33	29.72	11.57	100
	T			1.97	14.63	52.64	22.48	8.28	100
X	M				0.29	25.58	53.21	20.92	100
	F	-	-	-	2.06	12.91	52.10	32.93	100
	T				0.70	22.67	52.54	24.09	100
Total (VI-X)	M	1.77	12.12	23.62	23.59	23.82	11.37	3.70	100
	F	4.28	11.91	24.53	25.08	17.94	11.27	4.99	100
	T	2.45	12.06	23.87	23.99	22.23	11.34	4.05	100

Source : Based on Table A 5.10

TABLE A 5.13

ENROLMENT OF HIGHER SECONDARY LEVEL IN INTERMEDIATE COLLEGES

Year	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1975	(95.43) 2400	(4.57) 115	(100) 2515	(88.27) 48814	(11.73) 6484	(100) 55298	(88.58) 51214	(11.42) 6601	(100) 57815
1976	(95.43) 2400	(4.57) 115	(100) 2515	(88.38) 46814	(11.62) 6486	(100) 55815	(88.17) 49214	(11.83) 6601	(100) 55815
1978	(7802) 1977	(21.98) 557	(100) 2534	(90.33) 42522	(9.67) 4553	(100) 47075	(89.70) 44499	(10.30) 5110	(100) 49609
1979	NA	NA	NA	(85.00) 30356	(15.00) 5359	(100) 35715	(85.00) 30356	(15.00) 5359	(100) 35715
1980	NA	NA	NA	(84.46) 30140	(15.54) 5547	(100) 35687	(84.46) 30140	(15.54) 5547	(100) 35687
1982	NA	NA	617			53373			53990

Source : BANBEIS, Statistical Profile of Education in Bangladesh, Dhaka, 1978
" Educational Statistics of Bangladesh, Dhaka
" Unpublished Data

Note : (a) Figures within parentheses indicate row percentage
(b) NA = Not available

TABLE A 5.14

ENROLMENT AT HIGHER SECONDARY LEVEL IN DEGREE COLLEGES

Year	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1975	(77.66) 26164	(22.34) 7526	(100) 33690	(87.08) 134466	(12.92) 19955	(100) 154421	(85.39) 160630	(14.61) 27481	(100) 188111
1976	85.35 24405	14.65 4190	100 28595	87.45 105961	12.55 15206	100 121167	87.05 130366	12.95 19396	100 149762
1978	78.12 17828	21.88 4993	100 22821	92.22 70961	7.78 5989	100 76950	88.99 88789	11.01 10982	100 99771

TABLE A 5.15

ENROLMENT AT HIGHER SECONDARY LEVEL (INTERMEDIATE AND DEGREE COLLEGES)

1975	(78.90) 28564	(21.10) 7641	(100) 36205	(87.39) 183280	(12.61) 26439	(100) 209719	(86.14) 211844	(13.86) 34082	(100) 245926
1976	(86.16) 26805	(13.84) 4305	(100) 31110	(87.57) 152775	(12.43) 21692	(100) 174467	(87.35) 179580	(12.65) 25997	(100) 205577
1978	(78.11) 19805	(21.89) 5550	(100) 25355	(91.50) 113483	(8.50) 19759	(100) 124025	(89.23) 133288	(10.77) 16092	(100) 149380

Source : Table A 5.14 - BANBEIS, Statistical Profile of Education in Bangladesh, Dhaka, 1978
" Educational Statistics of Bangladesh, Dhaka, 1981.

Table A 5.15 - Ibid

Note : Figures in parentheses indicate row percentage.

TABLE A 5.16

POPULATION ENROLLED AT SECONDARY LEVEL AND OUT OF SCHOOL BY AGE AND SEX FOR THE YEAR 1975

Age in Years	Population enrolled at secondary level			Total Population of the age group			Percentage of the enrolled population to the total population		
	Male A	Female B	Total C	Male D	Female E	Total F	Male $\frac{A \times 100}{D}$	Female $\frac{B \times 100}{E}$	Total $\frac{C \times 100}{F}$
9-10	27673	20505	48178	1113000	1044000	2157000	2.49	1.96	2.23
10-11	181378	57467	238845	1091000	1023000	2114000	16.62	5.62	11.30
11-12	351089	118961	470050	1066000	998000	2064000	32.94	11.92	22.77
12-13	335305	121009	456314	1041000	975000	2016000	32.21	12.41	22.63
13-14	35818	83200	119018	1015000	950000	1965000	35.65	8.76	6.06
14-15	185428	51521	236949	993000	923000	1916000	18.67	5.58	12.37
15-16	61560	22672	84232	967000	899000	1866000	6.37	2.52	4.51
Total	1178251	475335	1653586	7286000	6812000	14098000	16.17	6.98	11.73

Source : BANBEIS, Statistical Profile of Education in Bangladesh, Dhaka, 1978

TABLE A 5.17

POPULATION ENROLLED AT SECONDARY LEVEL AND OUT OF SCHOOL BY AGE AND SEX FOR THE YEAR 1978

Age in Years	Population enrolled at secondary level			Total Population of the age group			Percentage of the enrolled population to the total population		
	Male A	Female B	Total C	Male D	Female E	Total F	Male $\frac{A \times 100}{D}$	Female $\frac{B \times 100}{E}$	Total $\frac{C \times 100}{F}$
9 -10	157689	35565	193254	1148000	1080000	2228000	13.74	3.29	8.67
10-11	140753	49391	190144	1133000	1064000	2197000	12.42	4.64	8.68
11-12	289212	99920	389132	120000	1051000	2171000	25.82	9.51	17.92
12-13	273827	113679	387506	1105000	1037000	2142000	24.78	10.96	18.09
13-14	291868	81065	372933	1087000	1016000	2103000	26.85	7.89	18.09
14-15	147098	41813	188911	106000	993000	2059000	13.80	4.21	9.17
15-16	70126	21700	91826	1046000	970000	2016000	6.70	2.24	4.55
Total	1370573	443133	1813706	7705000	7211000	14916000	17.79	6.16	12.16

Source : BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981.

TABLE A 5.18

POPULATION ENROLLED AT SECONDARY LEVEL AND OUT OF SCHOOL BY AGE FOR THE YEAR 1979

Age in Years	Population enrolled at Secondary level			Total Population of the age group			Percentage of the enrolled population to the total population		
	Male A	Female B	Total C	Male D	Female E	Total F	Male $\frac{A \times 100}{D}$	Female $\frac{B \times 100}{E}$	Total $\frac{C \times 100}{F}$
9-10	22346	19927	42273	1166000	1099000	2265000	1.92	1.81	1.87
10-11	152103	55459	207562	1156000	1084000	2240000	13.16	5.12	9.27
11-12	295957	110535	406492	1148000	1079000	2227000	25.78	10.24	18.25
12-13	292186	107746	299932	1138000	1070000	2208000	25.68	10.07	18.11
13-14	289882	72238	362120	1124000	1051000	2175000	25.79	6.89	16.65
14-15	140094	45303	185397	1106000	1029000	2135000	12.67	4.40	8.68
15-16	45564	19962	65526	1088000	1008000	2096000	4.19	1.98	3.13
Total	1238132	431170	1669302	7926000	7420000	15346000	15.62	5.81	10.88

Source : Based on BANBEIS Unpublished Data

TABLE A.5.19

POPULATION ENROLLED AT SECONDARY LEVEL AND OUT OF SCHOOL BY AGE AND SEX FOR THE YEAR 1980

Age in Years	Population enrolled at secondary level			Total population of the age group			Percentage of enrolled population to the total population		
	Male A	Female B	Total C	Male D	Female E	Total F	Male A×100 / D	Female B×100 / E	Total C×100 / F
9-10	23994	21469	45463	1185000	1117000	2302000	2.02	1.92	1.97
10-11	163833	59757	223640	1178000	1106000	2284000	13.91	5.40	9.79
11-12	319445	123006	442451	1177000	1107000	2284000	27.14	11.11	19.37
12-13	319032	125808	444840	1172000	1104000	2276000	27.22	11.40	19.54
13-14	322149	89958	412107	1162000	1088000	2250000	27.72	8.27	18.62
14-15	153756	56537	210293	1146000	1067000	2213000	13.42	5.30	9.50
15-16	50078	25015	75093	1131000	1048000	2179000	4.43	2.39	3.45
Total	1352337	501550 1	1853887	81510000	7637000	15788000	16.59	6.57	11.74

Source : Based on BANBEIS Unpublished Data.

TABLE A 5.20

ESTIMATED POPULATION FOR THE YEAR (1975,1976,1977,1978, 1979 & 1980 ON THE BASIS OF 1974 AND 1978's DATA (IN THOUSAND)

Age	Years								
	1975			1976			1977		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
9	2122	1095	1027	2157	1113	1044	2192	1130	1062
10	2073	1070	1003	2114	1091	1023	2155	1112	1043
11	2012	1039	973	2064	1066	998	2117	1092	1025
12	1956	1011	945	2016	1041	975	2078	1072	1006
13	1900	982	918	1965	1015	950	2033	1050	983
14	1848	957	891	1916	995	923	1986	1030	956
15	1795	930	865	1866	967	899	1940	1006	984
16	1740	902	838	1816	943	873	1894	985	909
Total	15446	7986	7460	15914	8229	7685	16395	8477	7918

(Contd.....)

TABLE A 5.20 (Continued)

Age	Years								
	1978			1979			1980		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
9	2228	1148	1080	2265	1166	1099	2302	1185	1117
10	2197	1133	1064	2240	1156	1084	2284	1178	1106
11	2171	1120	1051	2227	1148	1079	2284	1177	1107
12	2142	1105	1037	2208	1138	1070	2276	1172	1104
13	2103	1087	1016	2175	1124	1051	2250	1162	1088
14	2059	1066	993	2135	1106	1029	2213	1146	1067
15	2016	1046	970	2096	1088	1008	2179	1131	1048
16	1976	1028	948	2062	1074	988	2151	1122	1029
Total	16892	8733	8159	17408	9000	8408	17939	9273	8666

Source : Based on Population Census of Bangladesh, 1974.
At the rate of growth : (r=1.65, M =1.6, F = 1.7), (r =1.96, M=1.92, F=2), (r=2.56, M=2.51, F=2.62), (r=3.09, M=3.02, F=3.18), (r=3.44, M=3.39, F=3.49), (r=3.95, M=4, F=3.9), (r=4.33, M=4.46, F= 4.2) (r=3.67, M=3.75, F=3.66) for the age 9,10,11,12,13,14,15 & 16 respectively (Base year 1974).

TABLE A 5.21

SEXWISE DISTRIBUTION OF STUDENTS BY THEIR SCHOLASTIC ACHIEVEMENT IN S.S.C. EXAMINATION (RAJSHAHI BOARD)

Name of Group	Sex	1977			1978			1979		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Division	Students got 1st Div.	Students got 2nd Division	Students got 3rd Division
Science	M	370 (8.09)	1201 (26.27)	3000 (65.63)	699 (9.95)	2326 (33.10)	4001 (56.95)	1101 (17.48)	2999 (47.63)	2197 (34.89)
	F	128 (6.79)	901 (61.80)	429 (29.42)	155 (4.81)	890 (27.65)	2174 (67.54)	496 (11.47)	1839 (42.54)	1988 (45.99)
Humanities	M	28 (0.82)	604 (17.63)	2794 (81.55)	32 (0.36)	1001 (11.23)	7881 (88.42)	101 (1.05)	2755 (28.75)	6726 (70.19)
	F	10 0.55	320 17.47	1502 81.99	9 0.19	847 17.81	3900 82.00	37 0.73	1002 19.88	4001 79.38
Commerce	M	6 (4.08)	40 (27.21)	101 (68.71)	10 (1.79)	159 (28.44)	390 (69.77)	28 (3.70)	300 (39.68)	428 (56.61)
	F	-	8 (11.76)	60 (88.24)	2 (4.55)	2 (4.54)	40 (90.91)	3 (2.50)	28 (23.33)	89 (74.17)
Agriculture	M	9 1.75	142 27.68	362 70.57	20 2.12	320 33.97	602 63.91	62 4.55	600 44.02	701 51.43
	F	-	5 (83.33)	1 (16.67)	-	21 (41.18)	30 (58.82)	9 (5.42)	68 (40.96)	89 (53.61)
Home Economics	M	-	-	-	-	-	-	-	-	-
	F	1 1.64	17 27.87	43 70.49	1 1.52	28 42.42	37 56.06	2 1.34	62 41.61	85 57.05
Shilpa-kala	M	31 30.27	26 32.10	24 29.63	21 23.86	43 48.86	24 27.24	39 36.45	57 53.27	11 10.28
	F	1	1	-	-	-	-	-	-	-
Total	M	444 (5.08)	2013 (23.04)	6281 (71.88)	782 (4.46)	3849 (21.96)	12898 (73.58)	1331 (7.35)	6711 (37.07)	10063 (55.58)
	F	140 4.09	1252 36.53	2035 59.38	167 2.05	1788 21.98	6181 75.97	547 5.58	2999 30.61	6252 63.81

(Contd.....)

TABLE A 5.21 (Continued)

Name of Group	Sex	1980			1981		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	1044 (17.69)	2758 (46.73)	2100 (35.58)	1980 (23.37)	5001 (59.02)	1492 (17.61)
	Female	801 (21.87)	1701 (46.45)	1160 (31.68)	388 (16.21)	1328 (55.50)	677 (28.29)
Humanities	Male	201 (1.98)	2970 (29.32)	6960 (68.70)	103 (0.91)	4600 (40.68)	6604 (58.41)
	Female	85 (2.75)	1003 (32.48)	2000 (64.77)	26 (0.81)	1115 (34.76)	2067 (64.43)
Commerce	Male	30 (6.98)	201 (46.74)	199 (46.28)	33 (3.57)	501 (54.22)	390 (42.21)
	Female	9 (3.26)	82 (29.78)	185 (67.03)	4 (8.00)	42 (84.00)	4 (8.00)
Agriculture	Male	79 (5.93)	690 (45.94)	701 (47.69)	180 (8.00)	1500 (66.62)	570 (25.33)
	Female	8 (2.93)	69 (25.27)	196 (71.79)	6 (9.23)	47 (72.31)	12 (19.46)
Home Economics	Male	-	-	-	-	-	-
	Female	2 (2.02)	40 (40.40)	57 (57.58)	7 (4.83)	114 (78.62)	24 (16.55)
Shilpakala	Male	62 51.67	44 36.67	14 11.67	80 48.48	80 48.48	5 3.03
	Female	-	-	-	-	-	-
Total	Male	1116 7.84	6663 36.91	9974 55.25	2376 10.28	11682 50.53	9061 39.19
	Female	905 (12.23)	2895 (39.13)	3598 (48.63)	431 (7.35)	2646 (45.15)	2784 (47.50)

Source : (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1979
(2) Rajshahi Board.

Note : Figures within Parentheses indicate of the total students passed.

TABLE A.5.22

SEXWISE DISTRIBUTION OF STUDENTS BY THEIR SCHOLASTIC ACHIEVEMENT IN S.S.C. EXAMINATION (JESSORE BOARD)

Name of group	Sex	1977			1978		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	851 (15.84)	2226 (41.44)	2295 (42.72)	1534 (23.08)	3192 (48.02)	1921 (28.90)
	Female	117 (13.98)	321 (38.35)	399 (47.67)	182 (20.66)	415 (47.10)	284 (32.24)
Humanities	Male	54 0.66	1673 20.44	6458 78.90	102 0.91	2888 25.81	8198 73.27
	Female	53 (1.90)	699 (25.01)	2043 (73.09)	41 (1.02)	1272 (31.70)	2700 (67.28)
Commerce	Male	39 (2.55)	478 (31.26)	1012 (66.19)	54 (2.26)	904 (37.78)	1435 (59.97)
	Female	-	15 (37.5)	25 (62.5)	2 (2.38)	31 (36.90)	51 (60.71)
Agriculture	Male	76 (7.77)	409 (41.82)	493 (50.41)	152 (9.54)	843 (52.88)	599 (37.58)
	Female	-	4 (50.00)	4 (50.00)	4 (12.12)	11 (33.33)	18 (54.55)
Home Economics	Male	-	-	-	-	-	-
	Female	-	9 (25.71)	26 (74.29)	-	19 (33.93)	37 (67.07)
Shilpakala	Male	11 (36.67)	10 (33.33)	9 (30.00)	6 (31.58)	8 (42.10)	5 (26.32)
	Female	-	-	-	-	-	-
Total	Male	1031 (6.41)	4796 (29.80)	10267 (63.79)	1848 (8.46)	7835 (35.87)	12158 (55.67)
	Female	170 4.58	1048 28.21	2497 67.21	229 4.52	1748 34.50	3090 60.98

(Contd.....)

TABLE A 5.22 (Continued

Name of group	Sex	1979			1980		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	1148 (18.83)	2849 (46.72)	2101 (34.45)	1821 (26.29)	3656 (52.79)	1449 (20.92)
	Female	138 (15.56)	427 (48.14)	322 (36.30)	286 (25.11)	623 (54.70)	230 (20.19)
Humanities	Male	58 (0.56)	2207 (21.40)	8048 (78.04)	47 (0.54)	1930 (22.04)	6778 (77.42)
	Female	37 (0.94)	1071 (27.33)	2811 (71.73)	102 (2.11)	1493 (30.89)	3239 (67.00)
Commerce	Male	51 (1.95)	879 (33.59)	1687 (64.46)	97 (3.38)	1319 (45.97)	1453 (50.64)
	Female	13 (8.12)	55 (34.38)	92 (57.5)	5 (2.16)	103 (44.59)	123 (53.25)
Agriculture	Male	136 (7.31)	841 (45.22)	883 (47.47)	200 (9.05)	1309 (59.23)	701 (31.72)
	Female	-	17 60.71)	11 (39.29)	6 (7.41)	51 (62.96)	24 (29.63)
Home Economics	Male	-	-	-	-	-	-
	Female	-	14 (23.73)	45 (76.27)	-	32 (58.18)	23 (41.81)
Shilpakala	Male	18 (39.13)	23 (50.00)	5 (10.87)	20 (39.22)	21 (41.18)	10 (19.16)
	Female	-	-	-	-	-	-
Total	Male	1411 (6.74)	6799 (32.48)	12724 (60.78)	2185 (10.50)	8235 (39.57)	10391 (49.93)
	Female	188 (3.72)	1584 (31.35)	3281 (64.93)	399 (6.29)	2302 (36.31)	3639 (57.40)

Source : (1) BANBEIS, Educational Statisitcs of Bangladesh, Dhaka, 1981.

(2) Jessore Board

TABLE A 5.23

SEXWISE DISTRIBUTION OF PERCENTAGE OF STUDENTS PASSED IN THE H.S.C. EXAMINATION (RAJSHAHI BOARD)

Year	No. of students appeared			No. of students passed			Parentage passed		
	A	B	C	D	E	F	G	H	I
	Male	Female	Both Sex	Male	Female	Both Sex	Male $G=\frac{D}{A}\times 100$	Female $H=\frac{E}{B}\times 100$	Both Sexe $I=\frac{F}{C}\times 100$
1977	10358 (72.83)	3865 (27.17)	14223 (100.00)	3778 (67.43)	1825 (32.57)	5603 (100.00)	36.47	47.22	39.39
1978	14667 (64.92)	7924 (35.08)	22591 (100.00)	7801 (65.30)	4146 (34.70)	11947 (100.00)	53.19	52.32	52.88
1979	14105 (71.05)	5746 (28.95)	19851 (100.00)	8321 (60.88)	5346 (39.12)	13667 (100.00)	58.99	93.04	68.85
1980	15148 (75.05)	5037 (24.95)	20185 (100.00)	10150 (79.86)	2559 (20.14)	12709 (100.00)	67.01	50.80	62.96
1981	22802 (84.92)	4049 (15.08)	26851 (100.00)	13650 (85.33)	2346 (14.67)	15996 (100.00)	59.86	57.94	59.57
1982	24202 (84.39)	4478 (15.61)	28680 (100.00)	4888 (81.73)	1093 (18.27)	5981 (100.00)	20.20	24.41	20.85

Source: (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981.

Not (2) Rajshahi Board.

TABLE A 5.24

SEXWISE DISTRIBUTION OF PERCENTAGE OF STUDENTS PASSED IN H.S.C. EXAMINATION (JESSORE BOARD)

Year	No. of students appeared			No. of students passed			Percentage passed		
	Male	Female	Both sexes	Male	Female	Both sexes	Male G=Dx100 / A	Female H=Ex100 / B	Both Sexes I= Fx100 / C
	A	B	C	D	E	F	G	H	I
1977	10577 (86.79)	1610 (13.21)	12187 (100.00)	4442 (86.20)	711 (13.80)	5153 (100.00)	42.00	44.16	42.28
1978	15292 (86.98)	2290 (13.02)	17582 (100.00)	8315 (86.19)	1332 (13.81)	9647 (100.00)	54.37	58.17	54.87
1979	17439 (86.77)	2660 (13.23)	20099 (100.00)	10578 (86.95)	1587 (13.05)	12165 (100.00)	60.66	59.66	60.53
1980	21474 (85.84)	3543 (14.16)	25017 (100.00)	12520 (85.33)	2153 (14.67)	14673 (100.00)	58.30	60.77	58.65
1981									
1982	24999 (80.66)	1994 (19.34)	30993 (100.00)	9529 (80.95)	2242 (19.05)	11771 (100.00)	38.12	44.89	37.98

Source : (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981
(2) Jessore Board.

TABLE A.5.25

SEXWISE DISTRIBUTION OF PERCENTAGE OF STUDENTS PASSED IN H.S.C. EXAMINATION (DHAKA BOARD)

Year	No. of students appeared			No. of students passed			Percentage passed		
	A	B	C	D	E	F	G	H	I
	Male	Female	Both Sex	Male	Female	Both Sex	Male G=Dx100 / A	Female H=Ex100 / B	Both Sex I=Fx100 / C
1978	25312 (82.80)	5259 (17.20)	30571 (100.00)	11884 (79.45)	3073 (20.55)	14957 (100.00)	46.95	58.43	48.93
1979	26802 (84.18)	5038 (15.82)	31840 (100.00)	15286 (82.17)	3317 (17.83)	18603 (100.00)	57.03	65.84	58.43
1980	29345 (73.70)	10473 (26.30)	39818 (100.00)	17087 (81.49)	3881 (18.51)	20968 (100.00)	58.23	37.06	52.66
1982	32210 (78.63)	8754 (21.37)	40964 (100.00)	8006 (72.89)	2977 (27.11)	10983 (100.00)	24.86	34.01	26.81

Source : (1) BANBEIS, Educational Statisties of Bangladesh, Dhaka, 1981.

(2) Dhaka Board

TABLE A 5.26

SEXWISE DISTRIBUTION OF STUDENTS BY THEIR SCHOLASTIC ACHIEVEMENT IN H.S.C. EXAMINATION (DHAKA BOARD)

Name of Group	Sex	1978			1979		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	380 (6.06)	2140 (34.12)	3751 (59.82)	900 (10.41)	3019 (34.92)	4726 (54.67)
	Female	131 (12.56)	403 (38.64)	509 (48.80)	189 (14.18)	507 (38.03)	637 (47.79)
Humanities	Male	52 (1.29)	641 (15.93)	3330 (82.77)	27 (0.60)	713 (15.88)	3750 (83.52)
	Female	67 (3.55)	420 (22.28)	1398 (74.16)	51 (2.84)	415 (23.15)	1327 (74.01)
Commerce	Male	15 (1.00)	350 (23.29)	1138 (75.71)	35 (1.76)	494 (24.90)	1455 (73.34)
	Female	-	11 (40.74)	16 (59.26)	9 (29.03)	4 (12.90)	18 (58.06)
Agriculture	Male	-	25 (32.05)	53 (67.95)	6 (3.75)	42 (26.25)	112 (70.00)
	Female	-	-	-	-	-	-
Home Economics	Male	-	-	-	-	-	-
	Female	2 (1.75)	50 (43.86)	62 (54.39)	-	67 (42.14)	92 (57.86)
Islamic Studies	Male	-	4 (80.00)	1 (20.00)	-	3 (42.86)	4 (57.14)
	Female	-	-	-	-	-	-
Sangit	Male	-	-	4 (100.00)	-	-	-
	Female	-	-	4 (100.00)	-	-	1 (100.00)
Total	Male	447 3.76	3160 26.59	8277 69.65	968 6.33	4271 27.94	10047 65.73
	Female	200 6.51	884 28.77	1989 64.72	249 7.51	993 29.94	2075 62.56

(Contd.....)

TABLE A 5.26 (Continued)

Name of Group	Sex	1980			1982		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	1556 (17.40)	3622 (40.50)	3765 (42.10)	912 (21.59)	2041 (48.31)	1272 (30.11)
	Female	273 (20.74)	635 (48.25)	408 (31.00)	223 (20.69)	642 (59.55)	213 (19.76)
Humanities	Male	59 (1.12)	907 (17.31)	4275 (81.57)	55 (2.59)	697 (32.88)	1368 (64.53)
	Female	88 (3.77)	655 (28.09)	1589 (68.14)	105 (6.09)	797 (46.23)	822 (47.68)
Commerce	Male	45 (1.68)	897 (33.52)	1734 (64.80)	35 (2.27)	736 (47.67)	773 (50.06)
	Female	6 (10.00)	23 (38.33)	31 (51.67)	8 (14.29)	28 (50.00)	20 (35.71)
Agriculture	Male	3 (1.40)	6 (30.70)	146 (67.91)	2 (1.74)	40 (34.78)	73 (63.48)
	Female	–	2 (40.00)	3 (60.00)	–	5 (55.56)	4 (44.44)
Home Economics	Male	–	–	–	–	–	–
	Female	6 (3.87)	85 (54.84)	64 (41.29)	4 (3.64)	91 (82.73)	15 (13.64)
Islamic Studies	Male	–	6 (100.00)	–	–	1 (100.00)	–
	Female	–	6 (100.00)	–	–	–	–
Sangit	Male	–	1 (16.67)	5 (83.33)	–	1	–
	Female	–	6 (85.71)	1 (14.29)	–	–	–
Total	Male	1663 (9.73)	5499 (32.18)	9925 (58.09)	1004 (12.54)	3516 (43.92)	3486 (43.54)
	Female	373 (9.61)	1412 (36.38)	2096 (54.01)	340 (11.42)	1563 (52.50)	1074 (36.08)

Source : (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981.
(2) Dhaka Board

TABLE A 5.27

SEXWISE DISTRIBUTION OF STUDENTS BY THEIR SCHOLASTIC ACHIEVEMENT IN HSC EXAMINATION (JESSORE BOARD)

Name of group	Sex	1977			1978		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	89 (4.69)	506 (26.69)	1301 (68.62)	244 (6.42)	1222 (32.17)	2333 (61.41)
	Female	13 (3.92)	82 (24.70)	237 (71.39)	30 (6.47)	179 (38.58)	255 (54.95)
Humanities	Male	46 (2.73)	383 (22.74)	1255 (74.52)	17 (0.63)	378 (14.12)	2283 (85.25)
	Female	6 (1.80)	89 (26.73)	238 (71.47)	14 (1.71)	141 (17.17)	666 (81.12)
Commerce	Male	5 0.65	191 24.97	569 74.38	20 1.31	347 22.78	1156 75.90)
	Female	1 (2.38)	13 (30.95)	28 (66.67)	1 (2.56)	11 (28.21)	27 (69.23)
Agriculture	Male	3 (3.19)	25 (26.60)	66 (70.21)	2 (0.64)	68 (21.73)	243 (77.63)
	Female	-	-	-	-	-	3 (100.00)
Home Economics	Male	-	-	-	-	-	-
	Female	-	-	4 (100.00)	-	1 20.00	4 (80.00)
Islamic Studies	Male	-	-	1 (100.00)	-	2 (100.00)	-
	Female	-	-	-	-	-	-
Shilpakala	Male	-	-	2 (100.00)	-	-	-
	Female	-	-	-	-	-	-
Total	Male	143 (3.22)	1105 (24.88)	3194 (71.90)	283 (3.40)	2017 (24.26)	6015 (72.34)
	Female	20 (2.81)	184 (25.88)	507 (71.31)	45 (3.38)	332 (24.92)	955 (71.70)

(Contd.....)

TABLE A 5.27(Continued)

Name of group	Sex	1979			1980		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	254 (6.22)	1214 (29.73)	2616 (64.05)	540 (10.38)	2106 (40.48)	2556 (49.13)
	Female	21 (4.58)	148 (32.24)	290 (63.18)	68 (10.95)	301 (48.47)	252 (10.58)
Humanities	Male	30 (0.79)	414 (10.98)	3328 (88.23)	36 (0.85)	551 (13.03)	3641 (86.12)
	Female	9 (0.84)	137 (12.84)	921 (86.32)	13 (0.92)	257 (18.20)	1142 (80.88)
Commerce	Male	8 (0.38)	309 (13.95)	1798 (85.01)	20 (0.82)	536 (22.02)	1878 (77.16)
	Female	-	12 (21.05)	45 (78.95)	2 (1.89)	44 (41.51)	66 (56.60)
Agriculture	Male	2 (0.33)	112 (18.57)	489 (81.09)	8 (1.22)	200 (30.58)	446 (68.20)
	Female	-	1 (50.00)	1 (50.00)	- 0	3 (60.00)	2 (40.00)
Home Economics	Male	-	-	-	-	-	-
	Female	-		2 (100.00)	-	4 (44.44)	5 (55.56)
Islamic Studies	Male	-	3 (75.00)	1 (25.00)	1 (50.00)	1 (50.00)	-
	Female	-	-	-	-	-	-
Shilpakala	Male	-	-	-	-	-	-
	Female	-	-	-	-	-	-
Total	Male	294 (2.78)	2052 (19.40)	8232 (77.82)	605 (4.83)	3394 (27.11)	8521 (68.06)
	Female	30 (1.89)	298 (18.78)	1259 (79.83)	83 (3.86)	609 (28.29)	1461 (67.85)

Source : (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981

(2) Jessore Board

TABLE A 5.28

SEXWISE DISTRIBUTION OF STUDENTS BY THEIR SCHOLASTIC ACHIEVEMENT IN HSC EXAMINATION (RAJSHAHI BOARD)

Name of group	Sex	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
		1977			1978			1979		
Science	Male	81 (4.72)	527 (30.69)	1109 (64.59)	212 (5.50)	1090 (28.27)	2554 (66.23)	299 (7.98)	1248 (33.29)	2202 (58.73)
	Female	40 (3.72)	180 (16.76)	854 (79.52)	90 (3.35)	599 (22.36)	1990 (74.23)	85 (3.16)	700 (26.06)	1901 (70.77)
Humanities	Male	14 (0.81)	500 (28.99)	1211 (70.20)	20 (0.77)	330 (12.66)	2256 (86.57)	40 (1.16)	631 (18.29	2779 (80.55)
	Female	7 (1.25)	59 (10.52)	495 (88.23)	13 (0.92)	205 (14.58)	1188 (84.50)	21 (1.04)	301 (14.89)	1700 (84.07)
Commerce	Male	1 (0.37)	61 (22.68)	207 (76.95)	5 (0.51)	180 (18.37)	795 (81.12)	10 (1.40)	205 (28.63)	501 (69.97)
	Female	-	14 (7.41)	175 (92.59)	-	2 (3.28)	59 (96.72)	76 (1.26)	150 (31.51)	320 (67.23)
Agriculture	Male	-	7 (10.94)	57 (89.06)	-	58 (16.25)	299 (83.75)	2 (0.50)	101 (25.12)	299 (74.38)
	Female	-	-	-	-	-	-	-	30 (18.63)	131 (81.37)
Home Economics	Male	-	-	4 100.00)	-	-	-	-	-	-
	Female	-	-	1 (100.00)	-	-	-	-	-	1 (100.00)
Islamic studies	Male	1 (50.00)	1 (50.00)	-	-	2 (100.00)	-	1 (25.00)	1 (25.00)	2 (50.00)
	Female	-	-	-	-	-	-	-	-	-
Industrial Arts	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-
Total	Male	97 (2.57)	1096 (29.01)	2585 (68.42)	237 (3.04)	1660 (21.28)	5904 (75.68)	352 (4.23)	2186 (26.27)	5783 (69.50)
	Female	47 (2.58)	253 (13.86)	1525 (83.56)	103 (2.48)	806 (19.44)	3237 (78.08)	112 (2.10)	1181 (22.09)	4053 (75.81)

(Contd ....)

TABLE A 5.28 (Continued)

Name of group	Sex	1980			1981			1982		
		Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.	Students got 1st Div.	Students got 2nd Div.	Students got 3rd Div.
Science	Male	499 (10.56)	1779 (37.64)	2448 (51.80)	610 (10.70)	2297 (40.29)	2794 (49.01)	506 (18.47)	1227 (44.78)	1007 (36.75)
	Female	79 (6.69)	201 (17.03)	900 (76.27)	67 (10.44)	303 (47.20)	272 (42.36)	90 (20.74)	238 (54.80)	106 (24.42)
Humanities	Male	40 (1.15)	603 (17.40)	2823 (81.45)	36 (0.69)	768 (14.66)	4435 (84.65)	27 (2.05)	431 (32.65)	862 (65.30)
	Female	18 (1.36)	301 (22.80)	1001 (75.83)	13 (0.78)	354 (21.31)	1294 (77.90)	23 (3.70)	245 (39.39)	354 (56.91)
Commerce	Male	12 (0.98)	439 (35.95)	770 (63.06)	21 (1.21)	604 (34.87)	1107 (63.91)	15 (2.60)	240 (41.52)	323 (55.88)
	Female	2 (3.39)	5 (8.47)	52 (88.14)	4 (10.26)	17 (43.59)	18 (46.15)	1 (2.78)	16 (44.44)	19 (52.78)
Agriculture	Male	4 (0.56)	194 (27.40)	510 (72.03)	5 (0.53)	390 (41.45)	546 (58.02)	11 (5.82)	76 (40.21)	102 (53.97)
	Female	-	-	-	1 (33.33)	1 (33.33)	1 (33.33)	-	-	1 (100.00)
Home Economics & Music	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	1 (100.00)	-	-	-
Islamic Studies	Male	1 (14.29)	3 (42.86)	3 (42.86)	1 (50.00)	1 (50.00)	-	-	1 (100.00)	-
	Female	-	-	-	-	-	-	-	-	-
Industrial Arts	Male	6 (27.27)	12 (54.55)	4 (18.18)	9 (25.71)	24 (68.57)	2 (5.71)	-	-	
	Female	-	-	-	-	-	-	-	-	
Total	Male	562 (5.54)	3030 (29.85)	6558 (64.61)	682 (5.00)	4084 (29.92)	8884 (65.08)	559 (11.58)	1975 (40.91)	2294 (47.51)
	Female	99 (3.87)	507 (19.81)	1953 (76.32)	85 (3.62)	675 (28.77)	1586 (67.60)	114 (10.43)	499 (45.65)	480 (43.92)

Source : (1) BANBEIS, Educational Statistics of Bangladesh, Dhaka, 1981 - 82.
(2) Rajshahi Board

Note : 1981, only one girl student passed in 3rd Division in Music Department

TABLE A 5.29

NUMBER OF TEACHERS IN GOVERNMENT AND NON-GOVERNMENT INTERMEDIATE COLLEGES

Year	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1975	79 (77.45)	23 (22.55)	102 (100)	3032 (95.29)	150 (4.71)	3182 (100)	3111 (97.71)	173 (2.29)	3284 (100)
1976	79 (77.45)	23 (22.55)	102 (100)	2902 (95.09)	150 (4.91)	3052 (100.)	2981 (94.51)	173 (5.49)	3154 (100)
1978	118 (81.38)	27 (18.62)	145 (100)	2466 (92.64)	196 (7.36)	2662 (100)	2584 (92.06)	223 (7.94)	2807 (100)

Source : BANBEIS, Unpublished Data

TABLE A 5.30

NUMBER OF GOVERNMENT AND NON-GOVERNMENT INTERMEDIATE COLLEGES

Year	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1975	5 (100)	-	5 (100)	251 (93.66)	17 (6.34)	268 (100)	256 (93.77)	17 (6.23)	273 (100)
1976	5 (100)	-	5 (100)	251 (93.66)	17 (6.34)	268 (100)	256 (93.77)	17 (6.23)	273 (100)
1978	6 (100)	-	6 (100)	253 (93.34)	18 (6.64)	271 (100)	259 (93.50)	18 (6.50)	277 (100)

Source : BANBEIS, Unpublished Data

TABLE A.6.1

NUMBER OF STUDENTS BY SEX OF THE FOUR GENERAL UNIVERSITIES FOR THE YEARS 1977-78 TO 1981-82

General Universities	Students								
	1978-79			1978-79			1979-80		
	M	F	T	M	F	T	M	F	T
Dhaka	9055 47.18 (74.98)	3021 63.02 (25.02)	12076 50.34 (100.00)	9562 48.68 (73.74)	3406 64.43 (26.26)	12968 52.02 (100.00)	8900 43.33 (72.89)	3310 58.85 (27.11)	12210 46.67 (100.00)
Rajshahi	6572 31.24 (84.67)	1190 24.82 (15.33)	7762 32.36 (100.00)	6572 3346 (84.68)	1189 22.49 (15.32)	7761 31.13 (100.00)	7003 34.09 (83.57)	1377 24.48 (16.43)	8380 32.03 (100.00)
Chittagong	2608 13.59 (84.46)	480 10.01 (15.54)	3088 1287 (100.00)	2543 12.95 (81.77)	567 10.73 (18.23)	3110 12.47 (100.00)	3672 17.88 (82.54)	777 13.82 (17.46)	4449 17.00 (100.00)
Jahangirnagar	959 5.00 (90.30)	103 2.15 (9.70)	1062 4.43 (100.00)	967 4.92 (88.63)	124 2.35 (11.37)	1091 4.38 (100.00)	966 4.70 (85.79)	160 2.84 (14.21)	1126 4.30 (100.00)
Total	19194 100.00 (80.02)	4794 100.00 (19.98)	23988 100.00 (100.00)	19644 100.00 (78.80)	5286 100.00 (21.20)	24930 100.00 (100.00)	20541 100.00 (78.51)	5624 100.00 (21.49)	26165 100.00 (100.00)

(Continued ...)

TABLE A.6.1 (Continued)

(1977-81)

General Universities	Students 1980-81			Total 1977-81		
	M	F	T	M	F	Both Sex
Dhaka	10555 43.37 (72.41)	4021 59.43 (27.59)	14576 46.87 (100.00)	38072 45.48 (73.46)	13758 61.23 (26.54)	51830 48.81 (100.00)
Rajshshahi	8318 34.18 (83.20)	1679 24.82 (16.80)	9997 32.14 (100.00)	28465 34.00 (83.97)	5435 24.19 (16.03)	33900 31.93 (100.00)
Chittagong University	1402 18.09 (83.53)	868 12.83 (16.47)	5270 16.94 (100.00)	13225 15.80 (83.09)	2692 11.98 (16.91)	15917 14.99 (100.00)
Jahangirnagar	1060 4.36 (84.26)	198 2.93 (15.74)	1258 4.04 (100.00)	3952 4.72 (87.11)	585 2.60 (12.89)	4537 4.27 (100.00)
Total	24335 100.00 (78.25)	6766 100.00 (21.75)	31101 100.00 (100.00)	83714 100.00 (78.84)	22470 100.00 (21.16)	106184 100.00 (100.00)

Note : Figures within parentheses indicate row percentage and those without parentheses indicate column percentage.

Source : UGC reports 1978-81

TABLE A 6.2

SEXWISE ENROLMENT SITUATION IN DIFFERENT FACULTIES IN GENERAL UNIVERSITIES OF BANGLADESH IN 1977-78 TO 1980-81

1977-78

General Universities	Arts			Science			Social Science			Commerce		
	M	F	T	M	F	T	M	F	T	M	F	T
Dhaka	1716 63.93	968 36.07	2684 100.00	2173 73.31	791 26.69	2964 100.00	2331 67.82	1106 32.18	3437 100.00	1583 96.64	55 3.36	1163 100
Rajshahi	2916 80.44	709 19.56	3625 100.00	2257 84.00	430 16.00	2687 100.00	-	-	-	903 97.10	27 2.90	930 100
Chittagong	626 73.30	228 26.70	854 100.00	604 87.66	85 12.34	689 100.00	754 83.50	149 16.50	903 100.00	624 97.20	18 2.80	642 100
Jahangirnagar	209 90.08	23 9.92	232 100.00	464 92.06	40 7.94	504 100.00	286 87.73	40 12.27	326 100.00	-	-	-
Grand Total	5467 73.92	1928 26.08	7395 100.00	5498 80.33	1346 19.67	6844 100.00	3371 72.25	1295 27.75	4666 100.00	3110 96.88	100 3.12	321 100

(Continued ....)

TABLE A6.2 (Continued)

1977-78

General Universities	Law			Institutes			Both Sex Total		
	M	F	T	M	F	T	M	F	Both Total
Dhaka	248 85.51	42 14.49	290 100.00	1004 94.44	59 5.56	1063 100.00	9055 74.98	3021 25.02	12076 100.00
Rajshahi	496 95.38	24 4.62	520 100.00	-	-	-	6572 84.67	1190 15.33	7762 100.00
Chittagong	-	-	-	-	-	-	2608 84.46	480 15.54	3088 100.00
Jahangirnagar	-	-	-	-	-	-	959 90.30	103 9.70	1062 100.00
Grand Total	744 91.85	66 8.15	810 100.00	1004 94.44	49 5.56	1063 100.00	19194 80.00	4794 20.00	23988 100.00

(Continued....)

TABLE A 6.2 (Continued)
1978-79

General Universities	Arts			Science			Social Science			Commerce		
	M	F	T	M	F	T	M	F	T	M	F	T
Dhaka	1946 62.73	1156 37.27	3102 100.00	2346 71.45	937 28.55	3283 100.00	2091 66.44	1056 33.56	3147 100.00	1788 95.25	89 4.74	1877 100.00
Rajshahi	2911 80.61	700 19.39	3611 100.00	2246 83.74	436 16.26	2682 100.00	-	-	-	912 96.71	31 3.29	943 100.00
Chittagong	684 72.00	266 28.00	950 100.00	551 85.29	95 14.71	646 100.00	738 79.69	188 20.31	926 100.00	570 96.93	18 3.07	588 100.00
Jahangirnagar	233 88.59	30 11.41	263 100.00	451 91.48	42 8.52	493 100.00	283 84.47	52 15.52	335 100.00	-	-	-
Grand Total	5774 72.84	2152 27.16	7926 100.00	5594 78.74	1510 21.26	7104 100.00	3112 70.60	1296 29.40	4408 100.00	3270 95.95	138 4.05	3408 100.00

(Continued ...)

TABLE A 6.2 (Continued)

1978-79

General Universities	Law			Institutes			Both Sex Total		
	M	F	T	M	F	T	M	F	Both Se
Dhaka	347	55	402	1044	113	1157	9562	3406	12968
	86.31	13.69	100.00	90.23	9.77	100.00	73.74	26.26	100.0
Rajshahi	503	22	525	-	-	-	6572	1189	7761
	95.80	4.20	100.00				84.68	15.32	100.0
Chittagong	*-	-	-	-	-	-	2543	567	3110
									100.0
Jahangirnagar	-	-	-	-	-	-	967	124	1091
							88.63	11.37	100.00
Grand Total	850	77	927	1044	113	1157	19644	5286	24930
	91.70	8.30	100.00	90.23	9.77	100.00	78.80	21.20	100.00

(Continued ....)

TABLE A 6.2 (Continued)

1979-80

General Universities	Arts			Science			Social Science			Commerce		
	M	F	T	M	F	T	M	F	T	M	F	T
Dhaka	1957	1092	2949	2308	792	3100	1779	1001	2780	1670	82	1752
	62.97	37.02	100.00	74.45	25.54	100.00	63.99	36.00	100.00	95.31	4.69	100.00
Rajshahi	3028	771	3799	2646	540	3186	-	-	-	1010	42	1052
	79.70	20.30	100.00	83.05	16.95	100.00				96.00	4.00	100.00
Chittagong	956	349	1305	765	118	883	1037	276	1363	864	34	898
	73.25	26.75	100.00	86.63	13.37	100.00	79.75	20.25	100.00	96.21	3.79	100.00
Jahangirnagar	234	43	277	439	54	493	293	64	357	-	-	-
	84.47	15.53	100.00	89.04	10.96	100.00	82.07	17.93	100.00			
Grand Total	6075	2255	8330	6158	1504	7662	3159	1341	4500	3544	158	3702
	72.92	27.07	100.00	80.37	19.63	100.00	70.20	29.80	100.00	95.73	4.27	100.00

(Cotinued ...)

TABLE A 6.2 (Continued)

1979-80

General Universities	Law			Institutes			Both Sex Total		
	M	F	T	M	F	T	M	F	Both Total
Dhaka University	333 85.38	57 14.62	390 100.00	953 76.92	286 23.08	1239 100.00	8900 72.89	3310 27.11	12210 100.00
Rajshahi University	319 93.00	24 7.00	343 100.00	-	-	-	7003 83.57	1377 16.43	8380 100.00
Chittagong University	*	*	*	*	*	*	3672 82.54	777 17.46	4449 100.00
Jahangirnagar University	-	-	-	-	-	-	966 85.79	160 14.21	1126 100.00
Grand Total	652 88.94	81 11.06	733 100.00	953 76.92	286 23.08	1239 100.00	20541 78.50	5624 21.50	26165 100.00

(Continued)

TABLE A 6.2 (Continued)

1980-81

General Universities	Arts			Science			Social Science			Commerce		
	M	F	T	M	F	T	M	F	T	M	F	T
Dhaka	2184	1365	3549	3003	1068	4071	1946	1054	3000	1889	129	2018
	61.53	38.46	100.00	73.76	26.23	100.00	64.86	35.13	100.00	93.60	6.39	100.00
Rajshahi	3301	940	4241	3126	597	3723	-	-	-	1096	67	1163
University	77.83	22.16	100.00	83.96	16.03	100.00				94.23	5.76	100.00
Chittagong	1323	394	1717	777	109	886	1284	331	1615	1018	34	1052
University	77.05	22.94	100.00	87.69	12.30	100.00	79.50	20.49	100.00	96.76	3.23	100.00
Jahangirnagar	246	53	299	472	61	533	342	84	426	-	-	-
University	82.27	17.72	100.00	88.55	11.44	100.00	80.28	19.71	100.00			
Grand	7054	2752	9806	7378	1835	9213	3572	1469	5041	4003	230	4233
Total	71.93	28.06	100.00	80.08	19.91	100.00	70.85	29.14	100.00	94.56	5.43	100.00

(Continued)

TABLE A 6.2 (Continued)

1980-81

General Universities	Law			Institutes			Both Sex Total		
	M	F	T	M	F	T	M	F	Both Total
Dhaka	345	67	412	1188	338	1526	10555	4021	14576
	83.73	16.26	100.00	77.85	22.14	100.00	72.41	27.58	100.00
Rajshahi	795	75	870	-	-	-	8318	1679	9997
	91.37	8.62	100.00				83.20	16.79	100.00
Chittagong	-	-	-	-	-	-	4402	868	5270
							83.53	16.47	100.00
Jahangirnagar	-	-	-	-	-	-	1060	198	1258
							84.26	15.74	100.00
	1140	142	1282	1188	338	1526	24335	6766	31101
	88.92	11.07	100.00	77.85	22.14	100.00	78.24	21.75	100.00

[illegible], UGC, 1980.

Source : Returns from the Universities, UGC, 1980

TABLE A 6.3

RECURRING EXPENDITURE FOR FOUR GENERAL UNIVERSITIES EDUCATION (1979 TO 1981)

Name of the Universities	1979-80			
	Total Recurring Budget of the University	yearly Recurring Expenses per student	Total Expenses for men students	Total Expenses for women students
Dhaka	Tk. 78,650,000 100.00	Tk. 6,441 (12,210)	Tk. 57,327,985 72.89	Tk. 21,322,015 27.11
Rajshahi	Tk. 45,344,000 100.00	Tk. 5,411 (8,380)	Tk. 37,893,233 83.57	Tk. 7,450,019 16.43
Chittagong	Tk. 36,565,000 100.00	Tk. 8,219 (4,489)	Tk. 30,180,168 82.54	Tk. 6,386,163 17.46
Jahangirnagar	Tk. 19,228,000 100.00	Tk. 17,076 (1,126)	Tk. 16,495,416 85.79	Tk. 2,732,160 14.21
Total four Universities	Tk. 179,787,000 100.00	Tk. 6,861 26,205	Tk. 141,896,802 78.92	Tk. 37,890,357 21.08

(Continued ...)

TABLE A 6.3 (Continued)

Name of the Universities	1980-81			
	Total Recurring Budget of the University	Yearly Recurring Expenses per student	Total Expenses for men students	Total Expenses for women students
Dhaka	Tk.83,000,000 100.00	Tk.5,694 (14,576)	Tk.60,100,170 72.41	Tk.22,895,574 27.59
Rajshahi	Tk.46,510,000 100.00	Tk.4,652 (9,997)	Tk.38,695,336 83.20	Tk.7,810,708 16.80
Chittagong University	Tk.37,905,000 100.00	Tk.7,192 (5,270)	Tk.31,659,184 83.53	Tk.6,242,656 16.47
Jahangirnagar	Tk.20,368,000 100.00	Tk.16,191 (1,258)	Tk.17,162,460 84.26	Tk.3,205,818 15.74
Total four Universities	Tk.187,783,000 100.00	Tk.6,038 (31,101)	Tk.147,617,150 78.62	Tk.40,154,756 21.38

Note : (1) Figures within parentheses indicate the total enrolment size
(2) Figures in decimal indicate percentage

Source : U.G.C. reports 1979,1980.

TABLE A 6.4

RECURRING EXPENDITURE FOR THE AGRICULTURAL UNIVERSITY & UNIVERSITY OF ENGINEERING & TECHNOLOGY AND ESTIMATED EXPENDITURE FOR WOMEN STUDENTS THEREOF (1979-80 TO 1980-81)

Name of the Universities	Female Enrolment	Total Recurring Budget of University	Per Students Annual Expenditure	Total Expenses for Women students	Female Enrolment	Total Recurring Budget of University	Per student Annual Expenditure	Total Expenses for Women Student
	1979-80				1980-81			
1. Bangladesh Agricultural University	72	Tk.43800000	Tk.19077 (2296)	Tk.1373544 3.14	111	Tk.45354000	Tk.14890 (3046)	Tk.1652790 3.64
2. Bangladesh University of Engineering & Technology	80	Tk.24569000	Tk.10978 (2238)	Tk.878240 3.57	81	Tk.25587000	Tk.10737 (2383)	Tk.869697 3.40
Total		Tk.68369000 100.00		Tk.2251784 3.29		Tk.70941000		Tk.2522487 (3.55)

Source : U.G.C. Reports 1979,1980

Note : Figures in parentheses indicate enrolment size

TABLE A 6.5

SEXWISE INTAKE OF STUDENTS IN FIRST YEAR OF EIGHT MEDICAL COLLEGES FROM 1977-78 TO 1981-82

Year	Sex	Name of the colleges				
		Dhaka	Chittagong	Rajshahi	Mymensingh	Sylhet
1977-78	M	160 (71.11) 25.56	Nil	Nil	143 (74.87) 22.84	141 (80.57) 22.52
	F	65 (28.89) 35.13	Nil	Nil	48 (25.13) 25.95	34 (19.43) 18.38
	BS	225 (100.00) 27.78	Nil	229	191 (100.00) 23.55	175 (100.00) 21.58
1978-79	M	183 (78.54) 15.52	197 (81.74) 16.71	158 (79.00) 13.40	152 (76.00) 12.89	159 (79.50) 13.49
	F	50 (21.46) 16.50	44 (18.26) 14.52	42 (21.00) 13.86	48 (24.00) 15.84	41 (20.50) 13.53
	BS	233 (100.00) 15.72	241 (100.00) 16.26	200 (100.00) 13.49	200 (100.00) 13.50	200 (100.00) 13.50
1979-80	M	176 (85.85) 15.45	166 (80.19) 14.57	160 (79.60) 14.05	143 (79.89) 12.55	129 (79.14) 11.33
	F	29 (14.15) 11.79	41 (19.81) 16.67	41 (20.40) 16.67	36 (20.11) 14.63	34 (20.86) 13.82
	BS	205 (100.00) 14.80	207 (100.00) 14.95	201 (100.00) 14.51	179 (100.00) 12.92	163 (100.00) 11.77
1980-81	M	162 (78.26) 15.47	166 (79.43) 15.85	111 (66.87) 10.60	136 (80.00) 12.99	102 (69.86) 9.74
	F	45 (21.74) 16.42	43 (20.57) 15.69	55 (33.13) 20.07	34 (20.00) 12.41	44 (30.14) 16.06
	BS	207 (100.00) 15.67	209 (100.00) 15.82	166 (100.00) 12.57	170 (100.00) 12.87	146 (100.00) 11.05
1981-82	M	108 (72.00) 26.21	Nil	Nil	118 (70.24) 28.64	107 (69.48) 25.97
	F	42 (28.00) 24.71	Nil	Nil	50 (29.76) 29.41	47 (30.52) 27.65
	BS	150 (100.00) 25.77	Nil	Nil	168 (100.00) 28.87	154 (100.00) 26.46

(contd...)

TABLE A 6.5 (Continued)

Year	Sex	Name of the colleges			
		Sir Salimullah	Barisal	Rangpur	Total
1977-78	M	99 (86.84) 15.81	83 (78.30) 13.26	Nil	626 (77.19) 100.00
	F	15 (13.16) 8.11	23 (21.70) 12.43	Nil	185 (22.81) 100.00
	BS	114 (100.00) 14.06	106 (100.00) 13.07	Nil	811 (100.00) 100.00
1978-79	M	99 (82.50) 8.40	94 (79.66) 7.97	137 (80.59) 11.62	1179 (79.55) 100.00
	F	21 (17.50) 6.93	24 (20.34) 7.92	33 (19.41) 10.89	303 (20.45) 100.00
	BS	120 (100.00) 8.10	118 (100.00) 7.92	170 (100.00) 11.47	1482 (100.00) 100.00
1979-80	M	97 (80.83) 8.52	92 (92.00) 8.08	176 (83.81) 15.45	1139 (82.24) 100.00
	F	23 (19.17) 9.35	8 (8.00) 3.25	34 (16.19) 13.82	246 (17.76) 100.00
	BS	120 (100.00) 8.66	100 (100.00) 7.22	210 (100.00) 15.16	1385 (100.00) 100.00
1980-81	M	109 (83.85) 10.41	110 (100.00) 10.51	151 (82.51) 14.42	1047 (79.26) 100.00
	F	21 (16.15) 7.66	-	32 (17.49) 11.68	274 (20.74) 100.00
	BS	130 (100.00) 9.84	110 (100.00) 8.33	183 (100.00) 13.85	1321 (100.00) 100.00
1981-82	M	79 (71.82) 19.17	Nil	Nil	412 (70.79) 100.00
	F	31 (28.18) 18.23	Nil	Nil	170 (29.21) 100.00
	BS	110 (100.00) 18.90	Nil	Nil	582 (100.00) 100.00

Source : Health Information Unit, Mahakhali, Dhaka.

Note : (a) In 1977-78, Rajshahi Medical College is not included, because Male & Female of that College are not separately available.

(b) Figures within parentheses indicate row percentage

(c) Figures without parentheses indicate column percentages

(d) M=Male, F=Female, B S. = Both Sex.

TABLE A 6.6

SEXWISE OUTPUT OF EIGHT MEDICAL COLLEGES (PASSED)

Year	Sex	Name of the colleges				
		Dhaka	Chittagong	Rajshahi	Mymensingh	Sylhet
1977-78	M	209 (78.87) 37.06	76 (74.51) 13.48	-	77 (83.70) 13.65	50 (89.29) 8.87
	F	56 (21.13) 40.58	26 (25.49) 18.84	-	15 (16.30) 10.87	6 (10.71) 4.35
	BS	265 (100.00) 37.75	102 (100.00) 14.53	-100	92 (100.00) 13.10	56 (100.00) 7.98
1978-79	M	128 (91.43) 18.93	131 (84.52) 19.38	79 (96.34) 11.69	55 (91.67) 8.14	99 (88.39) 14.64
	F	12 (8.57) 16.00	24 (15.48) 32.00	3 (3.66) 4.66	5 (8.33) 6.67	13 (11.61) 17.33
	BS	140 (100.00) 18.64	155 (100.00) 20.64	82 (100.00) 10.92	60 (100.00) 7.99	112 (100.00) 14.91
1979-80	M	99 (88.39) 13.43	161 (92.53) 21.85	48 (82.76) 6.51	122 (81.33) 16.55	168 (85.28) 22.80
	F	13 (11.61) 10.74	13 (7.47) 10.74	10 (17.24) 8.26	28 (18.67) 23.14	29 (14.72) 23.97
	BS	112 (100.00) 13.05	174 (100.00) 20.28	58 (100.00) 6.76	150 (100.00) 17.48	197 (100.00) 22.96
1980-81	M	150 (84.75) 16.65	153 (83.15) 16.98	187 (90.34) 20.75	50 (89.29) 5.55	117 (86.67) 12.99
	F	27 (15.25) 18.49	31 (16.85) 21.23	20 (9.66) 13.70	6 (10.71) 4.11	18 (13.33) 12.33
	BS	177 (100.00) 16.91	184 (100.00) 17.57	207 (100.00) 19.77	56 (100.00) 5.35	135 (100.00) 12.89
1981-82	M	196 (80.99) 31.92	Nil	Nil	167 (82.27) 27.20	182 (90.55) 29.64
	F	46 (19.01) 39.32	Nil	Nil	36 (17.73) 30.77	19 (9.45) 16.24
	BS	242 (100.00) 33.10	Nil	Nil	203 (100.00) 27.77	201 (100.00) 27.50

(Continued)

TABLE A 6.6 (Continued)

Year	Sex	Name of colleges			
		Sir Salimullah	Barisal	Rangpur	Total
1977-78	M	80 (80.00) 14.18	52 (81.25) 9.22	20 (86.96) 3.54	564 (80.34) 100.00
	F	20 (20.00) 14.49	12 (18.75) 8.70	3 (13.04) 2.17	138 (19.66) 100.00
	BS	100 (100.00) 14.24	64 (100.00) 9.12	23 (100.00) 3.28	702 (100.00) 100
1978-79	M	113 (94.17) 16.72	31 (88.57) 4.59	40 (85.11) 5.91	676 (90.01) 100.00
	F	7 (5.83) 9.33	4 (11.43) 5.33	7 (14.89) 9.33	75 (9.99) 100.00
	BS	120 (100.00) 15.98	35 (100.00) 4.66	47 (100.00) 6.26	751 (100.00) 100.00
1979-80	M	71 (78.89) 9.63	68 (88.31) 9.23	Nil	737 (85.90) 100.00
	F	19 (21.11) 15.70	9 (11.69) 7.44	Nil	121 (14.10) 100.00
	BS	90 (100.00) 10.49	77 (100.00) 8.97	Nil	858 (100.00) 100.00
1980-81	M	67 (80.72) 7.44	51 (79.69) 5.66	126 (89.36) 13.98	901 (86.06) 100.00
	F	16 (19.28) 10.96	13 (20.31) 8.90	15 (10.64) 10.27	146 (13.94) 100.00
	BS	83 (100.00) 7.93	64 (100.00) 6.11	14 (100.00) 13.47	1047 (100.00) 100.00
1981-82	M	43 (76.79) 7.00	26 (89.66) 4.23	Nil	614 (83.99) 100.00
	F	13 (23.21) 11.11	3 (10.34) 2.56	Nil	117 (16.01) 100.00
	BS	56 (100.00) 7.66	29 (100.00) 3.97	Nil	731 (100.00) 100.00

Source : Health Information Unit, Mohakhali, Dhaka.

Note :(a) In 1977-78, Rajshahi Medical College is not included because male and Female of that College are not separately available, (b)Figures within parentheses indicate row percentage (c) Figures without parentheses indicate column percentage (d) M = Male, F = Female & BS = Both sex.

TABLE A.7.1

ENROLMENT IN MADRASSAHS BY SEX AND STAGE IN 3 DISTRICTS - CHITTAGONG, TANGAIL AND BOGRA, OF BANGLADESH FOR THE YEARS 1978-79 - 1980-81.

Stage	Male	Female	Total	Male	Female	Total	Male	Female	Total
Forquania/ Hafizia	167828 74.83 (1,522)	56452 25.17 -	224280 100.00 -	223549 76.65 (1,723)	68087 23.35 -	291636 100.00 -	234425 78.88 (2,067)	62756 21.12 -	297181 100.00
Dakhil	22889 60.58 (145)	14894 39.42 -	37783 100.00 -	24427 61.16 (151)	15515 38.84 -	39942 100.00 -	30786 61.14 (171)	19567 38.86	50353 100.00
Alim*	10512 91.34 (135)	997 8.66 -	11509 100.00 -	11602 91.30 (146)	1106 8.70 -	12708 100.00 -	10809 89.85 (149)	1221 10.15	12030 100.00
Fazil	17792 97.65	429 2.35	18221 100.00	18991 97.51	485 2.49	19476 100.00	19243 92.62	1534 7.38	20777 100.00
Kamil	4163 100.00 (13)	-	4163 100.00	4583 100.00 (14)	-	4583 100.00	4583 100.00 (15)	-	4583 100.00
Total	223134 75.40	72772 24.60	295995 100.00	283152 76.87	85193 23.13	368345 100.00	299848 77.90	85078 22.10	384926 100.00

Source : District Education Officer (in response to FREPD's questionnaire)

Note . Figures in the parenthesis indicate the number of Madrassahs at different stages. Figures in decimal indicate row percentage.

* No. of Madrassahs shown under Alim include Fazil stage also.

TABLE A. 10.1

LITERATES AND LITERACY RATES BY DIVISION AND DISTRICT FOR THE YEARS 1961 AND 1974

Area	1974 Literates			1974 Percentage of Literates			1961 Percentage of Literates or Literacy Rates		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7	8	9	10
BANGLADESH	13188608	9300767	3887841	22.2	29.9	13.7	19.9	29.3	9.6
I. Rajshahi Division	2658879	1953814	705065	18.5	26.4	10.2	18.1	27.5	7.7
1. Dinajpur District	460609	352225	108384	21.4	31.4	10.6	23.1	36.3	7.9
2. Rangpur District	729754	555811	175928	16.2	23.8	8.1	16.3	25.5	6.1
3. Bogra District	408166	290982	117184	22.1	30.7	13.1	20.4	30.7	9.4
4. Rajshahi District	683285	487113	196172	19.4	26.9	11.4	17.9	26.9	8.3
5. Pabna District	377065	267683	109382	16.2	22.2	9.8	15.5	22.0	8.5
II. Khulna Division	3068447	2095350	973	25.9	34.1	17.1	25.5	31.2	10.7
1. Kushtia District	263108	183194	779914	16.8	22.6	10.6	14.6	21.2	7.1
2. Jessore District	622944	449906	173038	22.4	31.3	12.9	18.6	28.1	7.9
3. Khulna District	856453	598239	258214	28.5	37.9	18.1	25.0	36.3	12.2
4. Barisal District	984144	633092	351052	30.1	37.5	23.3	24.3	34.1	13.7

(Continued ...)

TABLE A 10.1 (Continued)

	1974			1974				1961	
1	2	3	4	5	6	7	8	9	10
5. Patuakhali District	341798	230919	110879	27.7	36.6	18.4	18.9	28.6	18.7
III Dhaka Division	3644052	2561789	1082263	20.5	27.3	12.9	17.9	25.9	9.0
1. Faridpur District	687496	492774	194722	20.3	28.2	11.9	16.6	25.2	7.5
2. Dhaka District	1677418	1165768	511650	26.3	33.7	17.4	21.9	30.9	11.8
3. Tangail	311887	223971	87916	17.9	24.8	10.4	16.7	25.1	7.7
4. Mymensingh District	967251	679276	287975	15.3	20.6	9.5	15.3	22.0	7.8
IV Chittagong Division	3817230	2689814	1127416	24.5	32.9	15.2	22.6	33.1	11.0
1. Sylhet	807802	574948	232854	20.2	27.6	12.2	19.5	28.4	9.7
2. Comilla	1152492	814006	338486	23.8	32.2	14.5	24.1	35.3	12.1
3. Noakhali District	704366	493570	210796	26.2	35.8	16.1	23.2	34.6	11.6
4. Chittagong District	1074719	746356	323363	29.7	38.5	19.7	24.6	35.9	11.5
5. Chittagong H. Tracts	77851	60934	16917	18.1	26.3	8.6	13.9	22.1	3.5

Source : Jensus Reports, 1961 and 1974

TABLE A. 10.2

MASS LITERACY PROGRAMME OF GOVERNMENT SINCE FEBRUARY 1980 UPTO 30.6.82 DISTRICTWISE DISTRIBUTION OF PARTICIPANTS UNDER MASS LITERACY PROGRAMME

Name of District	Training in Methodology teaching imparted to literacy workers/ Teacers		No. of persons completing literacy course of durarion one month or more		No. of persons attending course	
	Male participants	Female part.	Male	Female	Male	Female
1.Dhaka	30153	-	67038	26202	197055	82478
2.Tangail	15832	-	96600	6556500	207000	130782
3.Faridpur	44270	-	361000	308000	361000	308000
4.Jamalpur	24815	-	31678	25486	164173	80553
5.Mymensingh	44311	-	158677	75692	251154	170381
6.Chittagong	7889	-	185782	64794	118394	53389
7. Ctg.H.T.	4109	-	30736	13460	42512	16211
8. Noakhali	12265	-	98294	41807	385112	165625
9. Sylhet	17853	-	88241	31235	423283	123144
10.Bandarban	408	-	6648	1722	7721	1791
11.Comilla	13866	-	148998	64214	364000	89000
12.Rajshahi	40501	-	148980	122318	198112	146238
13.Dinajpur	29869	-	46985	31381	178166	104287
14.Rangpur	32726	-	163042	82703	163042	82703
15.Bogra	24901	-	75397	38187	210000	120590
16.Pabna	12786	-	46657	16222	194614	93299
17.Jessore	22751	-	192941	93509	217200	115337
18.Khulna	17315	-	146216	128153	251153	221080
19.Barisal	28560	-	182911	95611	315915	177811
20.Kushtia	6354	-	40551	14818	136045	63473
21.Patuakhali	303	-	54552	30000	132508	101714
Bangladesh	370113	-	2331924	1371079	4518052	2447795

Source : Directorate of Primary & Mass Education

Note : Compiled from the reports of ADC (Lit.)

TABLE A. 10.3

DISTRIBUTION OF REGISTERED ORGANIZATIONS BY REGION

Location (District)	No. of registered organizations	Percentage of total no. of organizations
Dhaka	99	30.37
Mymensingh	15	4.60
Tangail	5	1.53
Jamalpur	4	1.23
Faridpur	6	1.84
Dhaka Division	129	35.97
Chittagong	43	13.19
Comilla	39	11.96
Noakhali	7	2.15
Sylhet	9	2.76
Chittagong H.T	1	0.31
Chittagong Division	99	30.37
Barisal	9	2.76
Jessore	24	7.36
Khulna	15	4.60
Kushtia	4	1.23
Patuakhali	4	1.23
Khulna Division	56	17.18
Rajshahi	17	5.20
Rangpur	7	2.15
Bogra	7	2.15
Dinajpur	4	1.23
Pabna	7	2.15
Rajshahi Division	42	12.88

Source : Inventory for Women's Organizations in Bangladesh (Salma Khan and others ed.), Women's Development Unit, UNICEF, Bangladesh, Dhaka : 1981.

TABLE A. 10.4

WOMEN'S EDUCATION AND HOME DEVELOPMENT : GROWTH OF EXPENDITURE DURING THE YEARS 1962-63 to 1979-80

Year	Academy's own budget	Grants from Outside Agencies	Total Expenditure	Growth of Expenditure
1962-63	11,983.08	33,735.83	45,719.63	100
1963-64	20,857.22	NA	NA	NA
1964-65	10,000.00	109,821.30	119,821.30	262
1965-66	14,815.00	111,503.51	126,322.51	276
1966-67	21,694.16	124,707.00	145,601.16	318
1967-68	15,086.21	110,047.00	125,133.21	274
1968-69	17,901.72	27,803.00	45,704.72	100
1969-70	21,248.45	37,315.00	58,563.45	128
1970-71	16,894.93	NA	NA	NA
1971-72	23,253.12	NA	NA	NA
1972-73	23,552.94	39,624.81	63,550.75	139
1973-74	25,150.88	NIL	25,150.88	55
1974-75	67,541.65	NIL	67,541.65	148
1975-76	62,011.96	NIL	62,011.96	136
1976-77	73,146.19	NIL	73,145.19	160
1977-78	67,000.00	NIL	67,000.00	147
1978-79	NA	NA	NA	NA
1979-80	57,750.00	NIL	57,750.00	126

Source : 1. BARD, UDP seventh Report 1973-77, Comilla :1979

2. BARD, WDP Eighth Report 1977-78, Comilla :1980

3. BARD Twenty-first Annual Report 1979-80, Comilla : 1981.

TABLE A.10.5

URBAN-BASED WOMEN'S DEVELOPMENT PROJECT : DISTRICT CENTRES

Sl. No.	Name of Centre & address	Name of trade	Date of Commencement	No.of Batches trained	No.of women trained
1.	Mymensingh Centre Effat Mansion, Senbari Road, Mymensingh	1.Cutting 2.Light Electric Repairs	May '81	2 batches	60
2.	Faridpur Centre District Council Compound, Faridpur	1.Bakery &Confectionery	Sep. '81	1 batch	30
3.	Barisal Centre Hemayet Manzil, Bogura Road, Barisal	1.Wooden Handicrafts. 2. Batic	Jan. '82	No batch yet completed	-
4.	Chittagong Centre, 3 Sarsen Road, Chittagong	1.Fishing Net making 2.Spice Grinding	Sept. '81	1 batch	30
5.	Chittagong H.T. Centre, Rangamati Shah High School, P.O.Rangamati, Chittagong H.T.	1.Fishing Net Making 2.Cutting & Sewing	Sept. '81	1 batch	30
6.	Noakhali Centre Maizdi Court, Noakhali	1.Food Preparation &Preservation. 2.Cutting & Sewing	May '81	2 batches	60
7.	Comilla Centre Ashektola Professorpara, Comilla	1. Cutting & Sewing 2.Batic	May '81	2 batches	60
8.	Sylhet Centre 'Nahar Vila' Shaharashour, Lama Bazar, Sylhet	1.Cutting &Sewing 2.Bakery & Confectionery	August '81	1 batch	30
9.	Patuakhali Centre Shere-Bangla Library, Patuakhali	1.Leather work 2.Fishing & Net making	August '81	1 batch	30

Contd.....

TABLE A 10.5 (Continued)

URBAN-BASED WOMEN'S DEVELOPMENT PROJECT : DISTRICT CENTRES

Sl. No.	Name of Centres & address	Name of trade	Date of Commencement.	No.of Batches trained	No.of women trained
10.	Tangail Centre East Courtpara House of Baka Miah	1. Spice Grinding, 2. Handloom	Sept.'81	1 batch	30
11.	Jamalpur Centre Madrasha Road, Ullahpara, Jamalpur	1. Cutting & Sewing 2. Paultry Farming	August'81	1 batch	30
12.	Rajshahi Centre to the North of Sonardighi, Rajshahi	1. Wool Knitting 2. Cutting & Sewing	Oct.'81	1 batch	30
13.	Rangpur Centre J.N.C. Road, Alamnagar, Rangpur	1. Hand-loom 2. Sericulture	Oct.'81	1 batch	30
14.	Dinajpur Centre Kalitola Dinajpur	1. Bakery & Confectionery 2. Handloom	Oct'81	1 batch	30
15.	Bogra Centre Thana Road, Bogra	1. Hand-loom 2. Pulse-Grinding	Sept.'81	1 batch	30
16.	Pabna Centre Lahiripara, Gopalpur, Pabna	1. Cutting & Sewing 2. Wool Knitting	July'81	1 batch	30
17.	Kushtia Centre 102/1, MirMosharaf Hossain Rd. Auryya Para Road, Kushtia	1. Cutting & Sewing 2. Paultry Farming	May '81	2 batches	60
18.	Jessore Centre Bhola Tank Road, Jessore	1. Cutting & Sewing 2. Hand-loom	Sept.'81	1 batch	30
19.	Khulna Centre 6, Shore-Banglanagar Road.	1. Cutting & Sewing 2. Wool Knitting	Sept.'81	1 batch	30

(Continued ....)

TABLE A 10.5 (Continued)

METROPOLITAN URBAN-BASED WOMEN'S DEVELOPMENT CENTRE, DHAKA

Sl. No.	Name of Centres & address	Name of trade	Date of Commencement of trade	No.of Batches trained	No.of women trained
1.	Mohammadpur Centre Plot No.4/2, Block-E, Zakir Hossain Road, Mohammadpur, Dhaka	1.Hand-loom 2.Curring & Sewing	1.5.79	6 batches	180
2.	Mirpur Centre B.B.Road-2, Block/Section-10 Mirpur, Dhaka	1.Handloom 2. Cutting & Sewing	1.7.79	5 batches	150
3.	Badda Centre, GPTA Amina Manzil, Badda, Dhaka	1.Hand-loom 2. Cutting & Sewing	Dec.'80	2 batches	60
4.	Jatrabari Centre 45, West Jatrabari, Dhaka	1.Hand-loom 2.Cutting & Sewing	Mar.'81	2 batches	60
5.	Motijheel Centre Malibagh Bazar Road, Dhaka	1.Cutting & Sewing 2.Knitting	1.9.79	5 batches	150
6.	Manikdi Centre Manikdi Bazar, Dhaka Cantt., Dhaka	1. Cutting& Sewing 2. Knitting	Nov.'80	2 batches	60
7.	Narinda Centre 45, Bhazahari Shaha Street, Narinda, Dhaka	1.Thonga & Envelope making 2.Cutting & Sewing	Feb.'80	4 batches	120
8.	Gandaria Centre Rajani Choudhury Road, Gandaria,, Dhaka	1.Food Preparati & preserv - tion 2. Batic Print	Jan.'81	2 batches	60
9.	Rayer Bazar Centre 32, Tallabagh, Dhanmondi, Dhaka	1.Arts & Handicrafts 2.Cutting & Sewing	March'81	2 batches	60
10.	Kotwali Centre 92, Saratchandra Rd. Armanitola, Dhaka	1.Food Preparation & preservation 2.Cutting & Sewing	April'81	2 batches	60

(Continued)

TABLE A.10.5 (Continued)

METROPOLITAN URBAN-BASED WOMEN'S DEVELOPMENT CENTRE, DHAKA

Sl. No.	Name of Centre & address	Name of trade	Date of Commencement of trade	No.of batches trained	No.of women trained
11.	Mirbagh Centre 10/A, Mirbagh, Ramna, Dhaka	1. Cutting & Sewing 2. Embroidery	April '81	2 batches	60
12.	Tejgaon Centre 125/4, Tejgaon, Tejkunipara, Dhaka	1. Cane & Bamboo Craft. 2. Cutting & Sewing	June '81	1 batch	30
13.	Siddeshari Centre, Siddeshari, Ramna, Dhaka	1. Jute & Gunny trade 2. Cutting & Sewing	June '81	1 batch	30
14.	Jurain Centre 283/113/A, East Jurain, Dhaka	1. Embroidery 2. Cutting & Sewing	Jan. '81	No batch yet completed	Nil
15.	Sayedabad Centre 10/1, Sayedabad, Demra, Dhaka	1. Book Binding 2. Cutting & Sewing	Nov. '81	-do-	Nil
16.	Katashore Centre, Shere-Bangla Road, Katashore, Mohd.pur, Dhaka	1. Cutting & Sewing 2. Leather Work	Nov. '81	-do-	Nil
17.	Choudhury Para Centre 588, Khilgaon Chy. para, Block 6, Dhaka	1. Embroidery 2. Cutting & Sewing	Nov. '81	-do-	Nil
18.	Shahjahanpur Centre 395/1 North Shahajahanpur Dhaka.	1. Bakery & Confectionery 2. Cutting & Sewing	Feb. '82	-do-	Nil

(Continued)

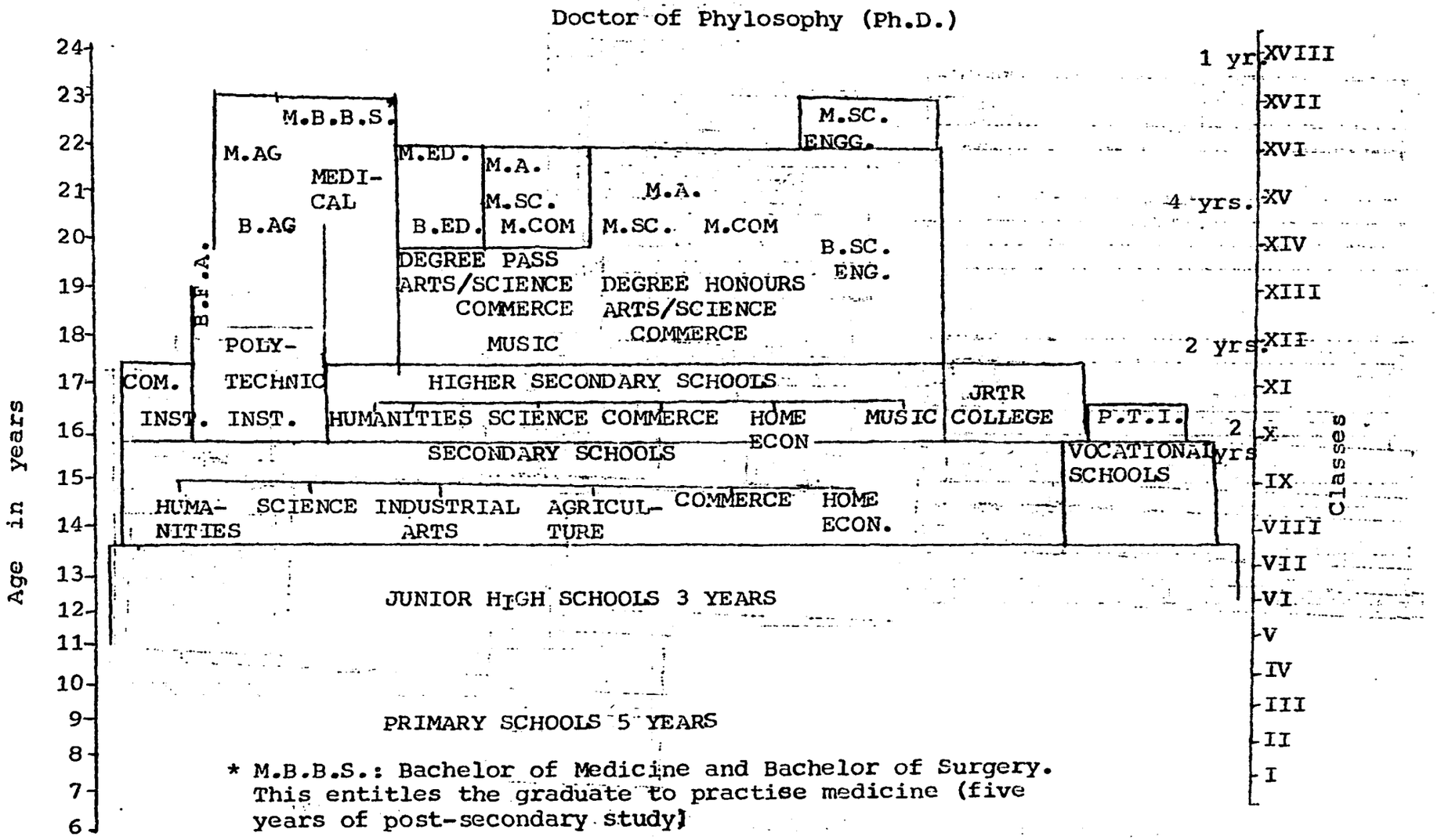
TABLE A. 10.5 (Continued)
METROPOLITAN URBAN-BASED WOMEN'S DEVELOPMENT CENTRE, DHAKA

Sl. No.	Name of Centre & address	Name of trade	Date of Commencement of trade	No. of batches trained	No. of women trained
19.	Nayapaltan Centre, 55, Nayapaltan Dhaka	1. Cane & bamboo Crafts 2. Cutting & Sewing	Feb. '82	No batch yet completed	Nil
20.	Baddanagar Centre, 52/B, Baddanagar, Lalbagh, Dhaka	1. Candle Preparation 2. Cutting & Sewing	Feb. '82	-do-	Nil
21.	Maghbazar Centre, Plot-113, House-15, Elephant Lane, Maghbazar, Dhaka	1. Cane & bamboo Crafts 2. Cutting & Sewing	March '82	-do-	Nil
22.	Goran Centre 1478/A, West Goran, Khilgaon, Dhaka	1. Embroidery 2. Cutting & Sewing	May '82	-do-	Nil
23.	Green Road Centre, 25/B, Green Road, Dhanmondi, Dhaka	1. Cutting & Sewing 2. Duster making	May '82	- do -	Nil

Source : BJMS, Dhaka.

APPENDIX BI

THE EDUCATIONAL STRUCTURE
(GENERAL SYSTEM)

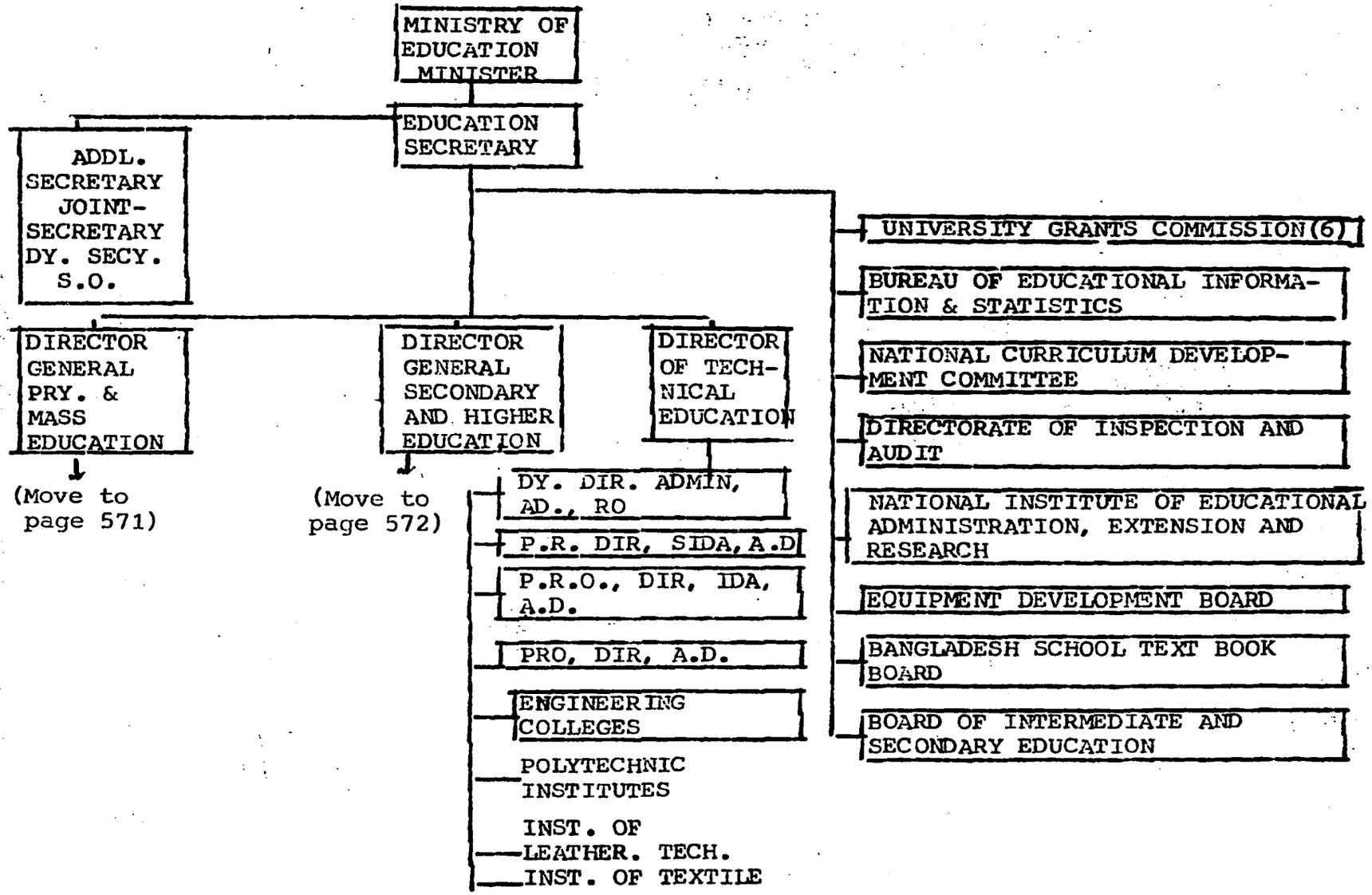


* M.B.B.S.: Bachelor of Medicine and Bachelor of Surgery. This entitles the graduate to practise medicine (five years of post-secondary study)

Source: Ali, M.M.M. Educational Statistics of Bangladesh at a Glance (Third Edition), UNESCO Regional Office for Education in Asia and the Pacific, Bangkok: 1981.

APPENDIX B2

ADMINISTRATIVE & MANAGEMENT STRUCTURE OF EDUCATION IN BANGLADESH



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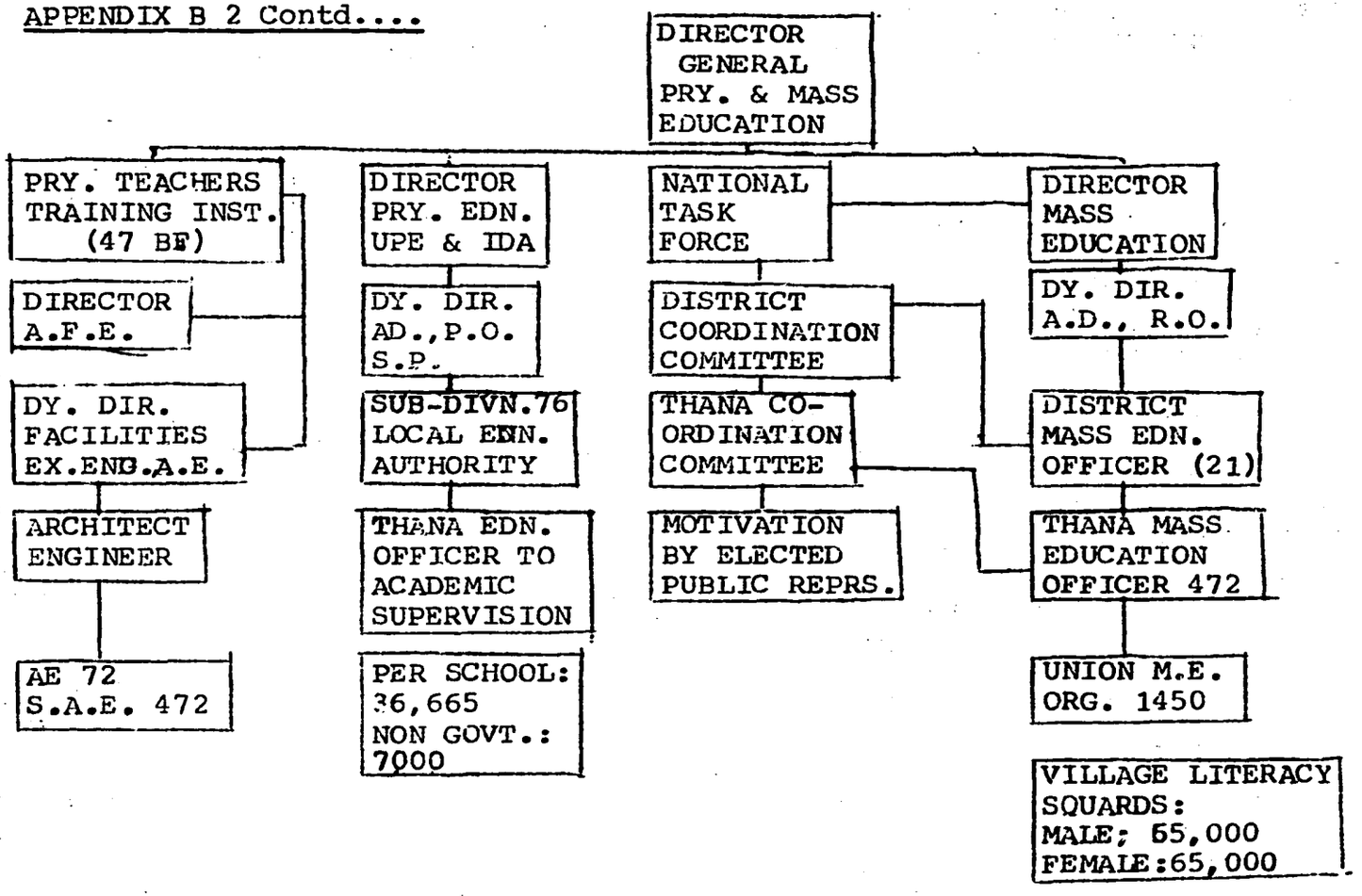
APPENDIX B 2 Contd....



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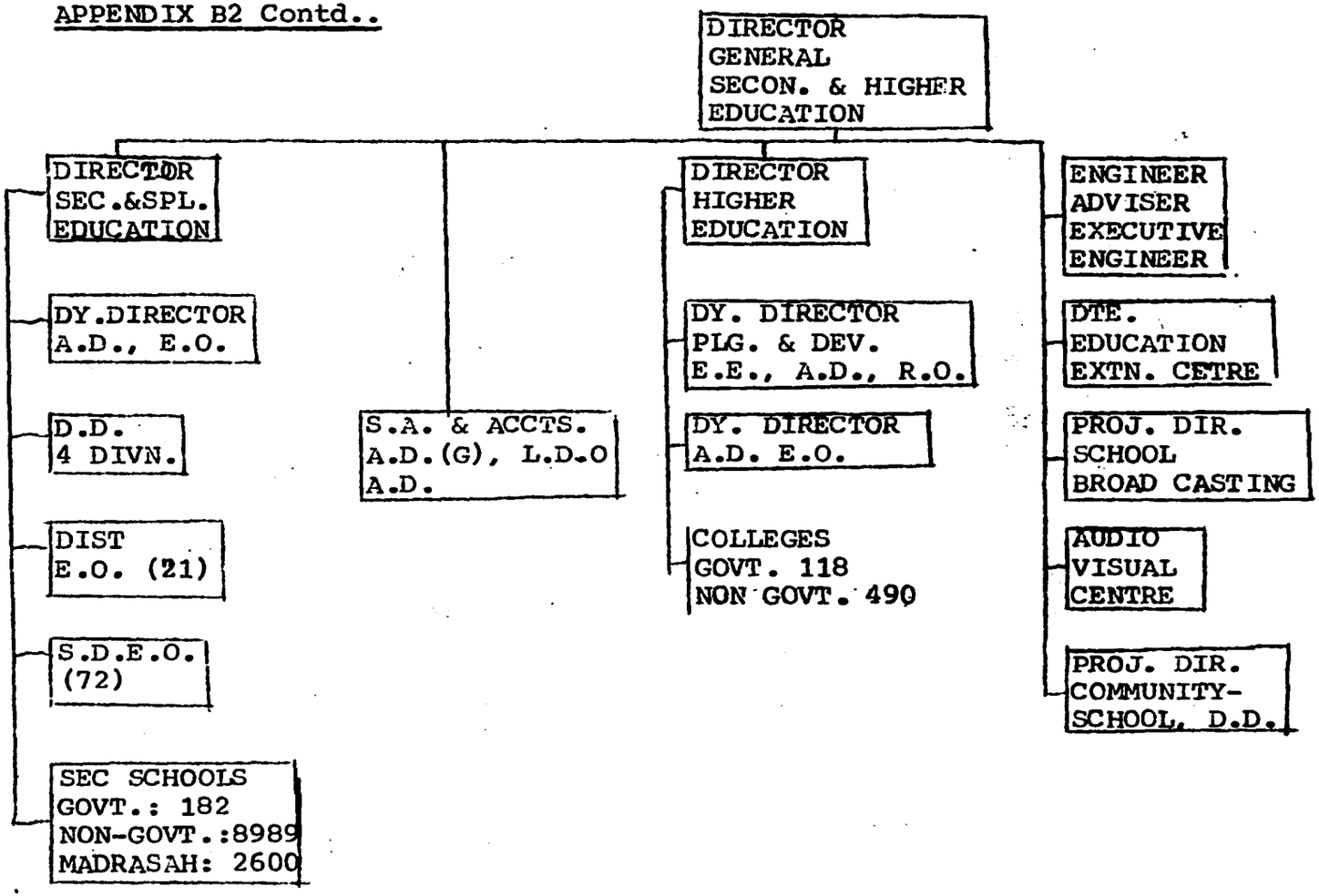
APPENDIX B2 Contd..



Source: Hafez Ahmed, Efficiency in Educational Administration- its Structure management and Finance in Bangladesh in Seminar on World Bank's Policy Approaches to Education in the context of Bangladesh, Dhaka: 1982.

APPENDIX - C. QUESTIONNAIRES

C1. INFORMATION SCHEDULE ON CURRENT DONOR EFFORTS IN BANGLADESH AND THEIR IMPACT ON WOMEN'S EDUCATION AND TRAINING

1. Name of the Organization/Agency :
2. Name and address of parental Organization/Headquarters :
3. Type of the Organization/Agency: Govt./Autonomous/Private/UN Agency (Please tick the right one or if otherwise, Specify)
4. Affiliation/Registered with :
5. Date of starting operation in Bangladesh :

*6. Purpose of working in Bangladesh (Objectives, principles, policies, etc.) :

7. Areas/Sectors (e.g. education, health, community development, etc.) covered by the organization/agency in its programmes :

*8. Activities (e.g. assistance programmes/scholarship/training courses, etc.) of the organization/agency in Bangladesh since 1972 (Please provide detailed information on all the programmes, especially those relating to women and education, including the total cost involved in funding each of them) :

*9. If the Organization/agency has funded any research study (completed or on-going), on women or on education in Bangladesh, Please give the following information :

(a) Name of the research study/ publication	(b) Year of completion	(c) Name of the Organization/Institute which has done the study	(d) Total cost (in Taka)

10. Opinion of the Representative/Chief of the Organization/ Agency on the impact of its programmes especially on female participation in education and training programmes :

Signature of the Respondent

Official Seal

---

* Information on these aspects may kindly be supplied separately.

C.2 QUESTIONNAIRE ON WOMEN'S TRAINING AND EMPLOYMENT SITUATION

1. Name & location of the Agency/Project/Institution _____

2. Type of Agency/Project/Institution _____

. Government Semi-Government Autonomous Non-Government

2a. Ministry/Agency under which registered....Date of registration

3, Time when the Agency/Project/Institution was established _____

4. Sponsoring Agency _____
& activities

4a. Objective/of the Agency/Project/Institution _____

5. Types and No. of courses (Training programmes) offered

1 _____ 2. _____ 3 _____

4 _____ 5 _____ 6 _____

6. Entry requirement for each of the courses :

1 _____ 2_____ 3_____

4 _____ 5 _____ 6 _____

7. Year when the courses (training programme) were first offered specify date/the year for each course separately)

_____

8. Duration of the training course (specify for each course separately) 1_____ 2 _____

3 _____

9. Sexwise enrolment for each type of courses (from 1977 -1981)

10. No. of teaching staff by sex (from 1977 to 1981)

11. Qualification of teacher by sex _____

12. Socio Economic background of trainees and age group _____

_____

13. No. of dropouts by sex for each course (from 1977 to 1981)

_____

14. No. of trainees appeared at the final Course-ending evaluation (by sex) and No. of trainees successfully completed (by sex) from 1977 to 1981 _____

15 Recurring and Development expenditure (Separately from 1977-81 (if possible showing expenditure for male and female separately) _____

16. Do you generate employment for your trainees ? Yes No
if yes , please specify the number of trainees(sexwise) for each type of course yearwise _____

17. Do you have any idea how many trainees/ students get employment(please mention the number & if possible for each type of training courses) _____
_____

18. Residential facilities for students(by sex)(from 1977-81)
_____
How many actually are residing
Male Female

19. Residential facilities for teacher (by sex)
How many are residing (sexwise and yearwise) _____

20. Stipend facilities for students (sex-wise) _____

21. No. of employees - Male Female Total

Name and Signature
of the Data Collector

Date _____

C.3 QUESTIONNAIRES ON NUMBER AND TYPES OF SCHOOLS & MADRASSAHS EXPENDITURE & TEACHERS THEREIN

C.3.1 NUMBER & TYPE OF SCHOOLS & MADRASSAHS BY YEAR

Category	Type of Schools	Boys School			Girls School			All Schools		
		'78-79	79-80	80-81	'78-79	79-80	80-81	'78-79	79-80	80-81
Govt.	Pre-primary									
	Primary									
	Junior Secondary									
	High Schools									
	Intermediate Colleges									
	Degree Colleges									
	Forqania/ Hafizia Madrassah									
	Dakhil									
	Fazil/Alim									
	Kamil									
Non-Govt.	Pre-Primary									
	Primary									
	Junior High Schools									
	High Schols									
	Intermediate Colleges									
	Degree Colleges									
	Forquania/ Hafizia									
	Dakhil									
	Fazil / Alim									
	Kamil									

C.3.2 ENROLMENT OF STUDENTS IN GOVT./PRIVATE PRIMARY SCHOOLS BY SEX AND CLASS

Class	Sex	Boys Schools			Girls Schools			All Schools		
		'78-79	79-80	80-81	'78-79	79-80	80-81	'78-79	79-80	80-81
I	M									
	F									
II	M									
	F									
III	M									
	F									
IV	M									
	F									
V	M									
	F									
Total	M									
	F									

C.3.3 TEACHERS IN PRIMARY SCHOOLS BY SEX, TYPE OF SCHOOLS AND TRAINING OF TEACHERS (YEARWISE)

Years	Government/Non-Govt.						Total					
	Male		Female		Total		Male		Female		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
	1	2	3	4	5	6	7	8	9	10	11	12
'78-79												
'79-80												
'80-81												

C.3.4 ENROLMENT OF STUDENTS IN GOVT./NON-GOVT.JUNIOR/HIGH SCHOOLS BY SEX AND CLASS

Class	Sex	Boys School			Girls School			All Schools		
		'78-79	79-80	80-81	'78-79	79-80	80-81	'78-79	79-80	80-81
I	M									
	F									
II	M									
	F									
III	M									
	F									
IV	M									
	F									
V	M									
	F									
VI	M									
	F									
VII	M									
	F									
VIII	M									
	F									
IX	M									
	F									
X	m									
	F									
Total	M									
	F									

C.3.5 ENROLMENT IN MADRASSAH BY SEX AND TYPE

Type	Sex	Boys			Girls			All Madrassahs		
		'78-79	79-80	80-81	'78-79	79-80	80-81	'78-79	79-80	80 -81
Fer-qua-nia/ Hafi-zia	M									
	F									
Dakhil	M									
	F									
Alim	M									
	F									
Fazil	M									
	F									
Kamil	M									
	F									
Total	M									
	F									

C.3.6 TEACHERS IN JUNIOR HIGH/HIGH SCHOOLS/MADRASSAHS BY SEX, TYPE OF SCHOOL & TRAINING OF TEACHERS
(YEARWISE)

Years	Government/Non-Govt.						Total					
	Male		Female		Total		Male		Female		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
	1	2	3	4	5	6	7	8	9	10	11	12
'78-78												
'79-80												
'80-81												

C 3.7 EXPENDITURE IN PRIMARY/JUNIOR HIGH/HIGH SCHOOLS/MADRASSAHS BY SOURCE

Source	Government				Non-Government					
	Boys School		Girls School		Boys School		Girls School		Total	
	'80-81	79-80	'80-81	79-80	'80-81	79-80	'80-81	79-80	'80-81	79-80
Govt. Grant										
Local Bodies										
Fees										
Others										
Total										

C.3.8 ENROLMENT IN GOVERNMENT INTERMEDIATE COLLEGES BY SEX AND MAJOR AREAS

Major Areas	Class	Sex	Male			Female			All colleges		
			78-79	79-80	80-81	78-79	79-80	80-81	78-79	79-80	80-81
Arts	1st year	M									
		F									
	2nd year	M									
		F									
Science	1st year	M									
		F									
	2nd year	M									
		F									
Commerce	1st year	M									
		F									
	2nd year	M									
		F									
Others	1st year	M									
		F									
	2nd year	M									
		F									
Total	1st year	M									
		F									
	2nd year	M									
		F									

C. 4 INFORMATION SCHEDULE ON EXAMINATION RESULTS OF BOARDS OF INTERMEDIATE AND SECONDARY EDUCATION

Name of Examination-----

Name of the group	Name of Candidates			No. of students (passed) by Grade/Division								Grand Total
	Boys	Girls	Total	Boys				Girls				
				1st Division	2nd Div.	3rd Div.	Total	1st Div.	2nd Div.	3rd Div.	Total	
Science												
Humanities												
Commerce												
Agriculture												
Home Economics												
Islamic Education												
Industrial Arts												
Total												

E.5 STATISTICS ON INSTITUTIONS SURVEYED BY BANBEIS (1981)

Name of the District _____ Year _____

	MALE		FEMALE		TOTAL	
	Govt.	Non-Govt.	Govt.	Non. Govt.	Govt.	Non-Govt.
1.Total No. of Institutions 2.No. of Degrees College 3.No. of Intermediate College						
1.Total Income 2.Total Expenditure						
1.Total No. of teachers 2.Teachers in Arts 3.Teachers in Science 4.Teachers in Commerce						
1.Third class employees 2.4th class employees						
1. No. of trained teachers						
A INTERMEDIATE 1.No. of students in Arts 2.No.of students in Science 3.No. of students in Commerce 4.No.of students in Agriculture 5.No. of studentsin others Total						
B. DEGREE (PASS) 1. No. of students in Arts 2. No. of Students in Science 3. No.of Students in Commerce Total						

C.6 QUESTIONNAIRE ON VOCATIONAL INSTITUTES

Name of Institution _____

Established in _____

	1976-77			1977-78			1978-79			1978-80			1980-81		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. INFORMATION ON STUDENTS															
Enrolment															
No. appeared at the Final Exam.															
No. passed															
No. of dropout															
No. of Stipend offered to															
Amount of each stipend															
How many students are residing at the hostel															
B. INFORMATION ON TEACHERS															
No. of teachers															
Educational Qualification General SSC															
H.S.C.															
Bachelor Degree															
Master Degree															

Note : M = Male, F = Female, T = Total

	1976-77			1977-78			1978-79			1979-80			1980-81		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Higher Degree (M.A. from abroad Ph.D															
Educational Qualification Professional : Diploma															
B. Ed															
M. Ed.															
Others															
C. INFORMATION ON EMPLOYEES No. of class III Employees															
No. of class IV Employees															
D. ANNUAL PUBLIC EXPENDITURE Recurring															
Development															

Note : M = Male, F = Female, T = Total

C.7 OPINION SURVEY ON EMPLOYERS
(to be filled in by the Head of the Institution)

1. Are you satisfied with the female enrolment at your Institution ? _____

   Is the trend of female enrolment in your Institution in line with the Government policy for increasing female enrolment ? _____

2. What are the main problems facing female enrolment and retension in your Institution ? _____

3. How can those problems be solved ? _____

4. Please specify for your Institution :
   (a) No. of seats allowed (at the time of admission) for female (from 1977-1981) _____

   (b) If there is hostel facilities, mention
      (i) No. of seats in hostel available for females. _____

      (ii) Time of starting residential facility for females. _____

5. What new facilities have you introduced in your Institution in last 5 years to attract more women for training purposes ? _____

6. What changes in female enrolment you can see after introduction for those facilities ? _____

7. Please mention all the problems that definitely need to be solved, if Government wants to bring more women to the training Institutions.
   Also suggest, how these can be solved ? _____

   _____

C.8 A QUESTIONNAIRE ON "MOHILA P.T.I.'S ONLY"

1. Please mention all possible reasons for selection of your particular T.T.C. in this district to be converted into Mohila T.T.C. in this division.

   Were your (or any Principals in this Mohila T.T .C.) opinion considered before this selection ?

2. Please supply the following :

- Enrolment and Dropout of female students in 1981-82/1982-83 (separately).
- No. of seats allowed for females in 1981-82/1982-83 (separately).
- No. of hostel seat capacity for females in 1981-82/1982-83 (separately).
- No. of Females actually residing in hostel in 1981-82/82-83 (separately).
- No. and amount of stipend offered in females in 1981-82/1982-83 (separately).
- No. of female students enrolled from local district where this P.T.I. is located for the years 1981-82/1982-83(separately).

3. Has any women come in teaching and administrative position in your P.T.I. since its conversion to Mohila T.T.C. ?

   If yes, please mention number and designation for each.

4. Please mention nature of problems specially faced because of conversation of this P.T.I. to Mohila P.T.I.

5. Do you have any idea about the number of your graduates (Those who were not "In-service") being employed in teaching position after training ?

   If yes, please mention the approximate number or percentage of such employees after conversion to Mohila T.T.C.

6. Please feel free to mention any comment or problem for your T.T.C. not mentioned in this proforma.

(N.B. Please use separate sheet for answering the questions, if required).

C.9 OPINION SURVEY ON EMPLOYMENT SITUATION OF WOMEN
(TO BE FILLED IN BY THE HEAD OF THE INSTITUTION/ ORGANIZATION)

1. Number of persons employed in your organization _____

2. Number of females employed in your organization _____

3. For what reasons some of the educated females do not come forward for employment ?
   (a) (b) (c) (d)

4. For what reasons some employers are reluctant to employ females ?
   (a) (b) (c) (d)

5. Comment on the justification of females special quota for employment directed by the Government.

   _____
   _____
   _____

6. Do you support special quota for admission of females in (if yes, please indicate per cent in quota to be provided)
   (a) Colleges _____
   (b) Universities _____
   (c) Medical Colleges _____
   (d) Engineering College/University _____
   (e) Agricultural College and University _____
   (f) Polytechnics _____

A note for the Field Investigator :

1. Copy of books, journals and monographs containing female employment and status.

2. Make notes of data and information about female employment and status.

APPENDIX -D LIST OF ORGANIZATIONS/INSTITUTES/OFFICES/DEPARTMENTS, ETC., APPROACHED FOR COLLECTING RELEVANT INFORMATION (INCLUDING PUBLISHED/DOCUMENTED DATA):

D.1 GOVERNMENT ORGANIZATIONS

1. Ministry of Education
   Secretariat, Dhaka.

2. Planning Cell,
   Ministry of Education, Dhaka.

3. Ministry of Planning,
   Secretariat, Dhaka.

4. Planning Commission,
   Sher-E-Banglanagar, Dhaka.

5. Women's Affairs Division,
   Ministry of Social Welfare and Women's Affairs,
   Secretariat, Dhaka.

6. Ministry of Finance,
   Secretariat, Dhaka.

7. Directorate of Agriculture
   Sher-E-Banglanagar, Dhaka

8. Directorate of Social Welfare,
   Bijoynagar, Dhaka.

9. Directorate of Health,
   Motijheel, Dhaka.

10. Directorate of Land Records & Survey,
    Tejgaon, Dhaka.

11. Bureau of Manpower, Employment and Training,
    Bijoynagar, Dhaka.

12. Directorate of Population Control & Family Planning,
    Azimpur, Dhaka.

13. Social Science Research Council (SSRC),
    Sher-E-Banglanagar, Dhaka.

14. Integrated Rural Development Programme (IRDP),
    Dilkusha C/A, Dhaka.

15. Health Information Unit (Ministry of Health),
    Mohakhali, Dhaka.

16. Gramin Bank Prakalpa (Bangladesh Bank),
    Shaymoli, Dhaka.

17. Public Service Commission (PSC),
Dhanmondi, Dhaka.

18. Directorate of Primary and Mass Education
Abdul Gani Road, Dhaka.

19. Directorate of Secondary and Higher Education,
Abdul Gani Road, Dhaka.

20. Directorate of Technical Education (DTE),
Abdul Gani Road, Dhaka.

21. Board of Technical Education,
Abdul Gani Road, Dhaka.

22. Mass Education Office,
Sher-E-Banglanagar, Dhaka.

23. College of Home Economics,
Nilkhet, Dhaka.

24. Government Commercial College,
Mohammadpur, Dhaka.

25. Institute of Graphic Arts,
Mohammadpur, Dhaka.

26. College of Nursing,
Dhaka Medical College, Dhaka.

27. Pallichikitshak (bare foot doctors) Training
Programme, Dhanmondi, Dhaka.

28. Medical Assistants Training Programme (MATP),
Motijheel C/A, Dhaka.

29. Health Assistants Training Programme (HATP),
Mohammadpur, Dhaka.

30. Physical Training Institute,
Mohammadpur, Dhaka.

31. Directorate of Nursing,
Motijheel, Dhaka.

32. Audio-visual Centre,
Dhanmondi, Dhaka.

33. Rajshahi Engineering College,
Rajshahi.

34. College of Textile Engineering & Technology,
Tejgaon, Dhaka.

35. Dhaka Engineering College,
Tejgaon, Dhaka.

36. Institute of Glass and Ceramics
Tejgaon, Dhaka,

37. Teachers' Training College,
Comilla.

38. UNESCO National Commission for Bangladesh
Jigatola, Dhaka.

39. Directorate of Sports,
Baitul Mokarram, Dhaka.

40. Teachers Training College,
Dhaka.

41. Population Education Programme,
Dhanmondi, Dhaka.

42. Paramedical Training Institute,
Dhaka.

43. Bangladesh Export Promotion Bureau,
Motijheel, Dhaka.

44. Drug Administration Department,
Government of Bangladesh.

45. Health Information Bureau.

46. Director General (Health Service).

47. Dhaka Medical College, Hospital,
Dhaka.

48. Bangladesh Airforce.

49. Bangladesh Navy.

50. Bangladesh Army

51. Radio Bangladesh.

52. Public Service Commission.

53. Bangladesh Bank.

D.2 SEMI-GOVERNMENT/AUTONOMOUS ORGANIZATIONS :

1. Institute of Education and Research, (IER), Dhaka University, Dhaka.

2. Institute of Statistical Research and Training (ISRT), Dhaka University, Dhaka.

3. Institute of Social Welfare & Research (ISWR), Dhaka University, Dhaka.

4. Bangladesh Education Extension and Research Institute (BEERI), New Market, Dhaka.

5. Centre for Urban Studies, Dhaka University, Dhaka.

6. Bureau of Economic Research, Dhaka University, Dhaka.

7. University Grants Commission (UGC), Dhanmondi, Dhaka.

8. Bangladesh Bureau of Education Information and Statistics (BANBEIS), Nilkhet, Dhaka.

9. National Foundation of Research on Human Resource Development (NFRHRD), Nilkhet, Dhaka.

10. Board of Intermediate and Secondary Education (BISE), Dhaka.

11. Madrasha Education Board, Bakshi Bazar, Dhaka.

12. Bangladesh Institute of Development Studies (BIDS), Motijheel, Dhaka.

13. National Institute of Population Research and Training (NIPORT), Azimpur, Dhaka.

14. Institute of Public Health Nutrition (IPHN), Mohakhali, Dhaka.

15. National Institute of Preventive & Social Medicine (NIPSOM), Mohakhali, Dhaka.

16. Institute of Bangladesh Studies (IBS), Rajshahi University, Rajshahi.

17. Information, Education and Motivation Unit (IEM), Directorate of Family Planning) Dhanmondi, Dhaka.

18. Institute of Advanced Science Teachers' Training (IASTT), Eskaton, Dhaka.

19. Bangladesh Small and Cottage Industries Corporation (BSIC),Motijheel, Dhaka.

20. Bangladesh Co-operative Society, Motijheel, Dhaka.

21. Women's Career Training Institute, Baily Road, Dhaka.

22. Jatiyo Mahila Samabaya Samiti, Banga Bandhu Avenue, Dhaka.

23. Bangladesh Women's Rehabilitation and Welfare Foundation, Dhanmondi, Dhaka.

24. Mother's Club (Social Welfare Directorate) Bijoynagar, Dhaka.

25. Bangladesh Women's Rehabilitation & Welfare Foundation (BWRWF), Rajshahi.

26. Repair-cum-Training Centre for Watch, Radio,etc. for women - A pilot Project of BWRWF in Rajshahi.

27. Sericulture Board (Head Office), Rajshahi.

28. Sericulture Project Office and Workshop, Rajshahi.

29. Bangladesh Sericulture Research & Training Institute, Rajshahi.

30. Bangladesh Academy for Rural Development (BARD), Comilla.

31. Rajshahi University Rajshahi.

32. Bangladesh National Sports Development and Control Centre, Dhaka.

33. Bangladesh Road Transport Corporation (BRTC), Motijheel, Dhaka.

34. Bangladesh Sugar and Food Industries Corporation (BSFIC), Motijheel, Dhaka.

35. Bangladesh Steel and Engineering Corporation, Motijheel, Dhaka.

36. Bangladesh Agriculture Development Corporation.
37. Bangladesh Krishi Bank.
38. Integral Rural Development Programme (IRDP).
39. Rupali Bank
40. Agrani Bank.
41. Bangladesh Chemical Industries Corporation.
42. Bangladesh Biman.
43. Red Cross Society.
44. Islamic Foundation
45. House Building Finance Corporation.
46. Dhaka Municipal Corporation
47. Sonali Bank.
48. Bangladesh Road Transport Corporation (BRTC).
49. Bangladesh Jute Mills Corporation.
50. Bangladesh Text Book Board, Dhaka.
51. Rural Electrification Board.
52. Jatio Mahila Sangstha
53. Bangladesh Parjatan Corporation
54. Sena Kalyan Sangstha
55. Bangladesh Inland Water Transport Corporation (BIWTC).
56. Bangladesh University of Engineering and Technology.
57. University of Dhaka
58. Jibon Bima Corporation.
59. Salimullah Muslim Orphanage.
60. Shadharan Bima Corporation
61. Institute of Public Health

62. National Rehydration Programme.

63. Petro Bangla

D.3 NON OGVERNMENT ORGANIZATIONS (NGO).

1. Women for Women : A Research and Study Group, Dhanmondi, Dhaka.

2. Young Women's Christian Association, Dhaka.

3. Concerned Women for Family Planning(CWFP),

4. Women's Voluntary Association (WVA).

5. Bangladesh Women's Health Coalition, Dhanmondi, Dhaka.

6. Agriculture Development Council (ADC), Farm Gate, Dhaka.

7. Bangladesh Rural Advancement Committee(BRAC), Mohakhali, Dhaka.

8. Gono Shasthaya Kendra (GSK), Savar, Dhaka.

9. CONCERN, Dhanmondi, Dhaka.

10. Asia Foundation, Dhanmondi, Dhaka.

11. Ford Foundation, Dhanmondi, Dhaka.

12. International Labour Organization (ILO), Country Office, Dhanmondi, Dhaka.

13. UNICEF (Country Office), Dhanmondi, Dhaka.

14. UNFPA, Dhanmondi, Dhaka.

15. The Pathfinder Fund, Dhanmondi, Dhaka.

16. CARE, Dhanmondi, Dhaka.

17. Christian Commission for Development in Bangladesh (CCDR), Dhanmondi, Dhaka.

18. CARITAS, Santibagh, Dhaka.

19. SIDA Project, Moghbazar, Dhaka.

20. Bangladesh Association for Community Education (BACE), Dhanmondi, Dhaka.

21. Nijera Kari, Dhanmondi, Dhaka.

22. KARIKA, Tejkunipara, Dhaka.

23. Assistance for Blind Children (ABC), Dhanmondi, Dhaka.

24. Royal Commonwealth Society for the Blind, Dhanmondi, Dhaka.

25. Jatio Mohila Parishad, Baily Road, Dhaka.

26. Centre for Integrated Rural Development in Asia and the Pacific (CIRDAP).

27. Institute of Cost and Management Accountant, (ICMA), Dhaka.

28. British Council, Fuller Road, Dhaka.

29. UNESCO, Dhaka.

30. UNDP, Dhaka.

31. WHO, Dhaka.

32. Grindlays Bank.

33. ALICO

34. Gramin Bank Prokalpa

35. Diabetic Association of Bangladesh

36. Philips Bangladesh Ltd.

37. Squibb of Bangladesh Ltd.

38. American Express Bank

39. Bangladesh Tobacco Co. Ltd.

40. Chartered Bank

41. Habib Bank Ltd.

42. Peoples Ceramic Industries

43. Bank of Credit and Commerce International

44. World Bank Project

45. International Centre for Diarrhoeal Disease Research, Bangladesh.

46. Hotel Purbani International

47. Chitrali and Kishore Bangla

48. Bangladesh Observer.