

PROBLEMS AND PROSPECTS OF WOMEN EDUCATION IN BANGLADESH: A STUDY ON SADAR UPAZILA IN CHAPAINAWABGONJ DISTRICT

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Abstract : Conducting the research some problems of women education have been found in the study area. There were some causes responsible for women education. In this study it had been found that women were not self centered and able to carry out their study for not being proper consciousness of their guardians. Women were neglected in the study area. The enrollment ratio between male and female students was far difference. Drop out rate of the female students was higher than male students in the study area. Only 40% poor female students have the opportunity to get stipend though 95% students did not have ability to manage educational expenses. So, stipend project was not so effective for the female students. It should be extended within very short time so that enrolment ratio can be increased.

Introduction

Women in Bangladesh have been subjected to exploitation and negligence for centuries. In a male dominated patriarchal society like Bangladesh Women have been victims for religious, prejudices superstitions oppressions and various kinds of discriminations.¹ Consequently, the situation of women in such societies is quite worse in comparison to the situation of men. Such disparity between men and women and in Bangladesh and many other third world countries attracts the attention of scholars and policy makers to investigate the root causes as well as comparative situation analysis to micro and macro levels. Party between men and in every sphere is a desirable situation and women education is being conceived and propagated to achieve such goals. Thus women education is coming into front line in the discouraged of development in Bangladesh and

in other third world countries.² Traditional socio-cultural practices Circumscribe women's opportunities in education, skill development, employment and participation in the overall development process. Women are also being desired from ideal point of view in the decision making process which is very important in the context balanced development of the country. Thus women education becomes the key element in defined the process development in the third world countries. According the UNO is pressing on women's rights.³ Education can be thought of as the transmission of the values and accumulated knowledge of a society.⁴ In this sense it is equivalent to what social scientists term socialization or enculturation. Children the Renaissances Florentines or the middle classes of Manhattan— are born without culture, molding their behavior in the ways of adulthood, and directing them towards their eventual role in the society. As society become over more complex and schools become evermore institutionalized, educational experience becomes less directly related to daily life. Less a matter of showing and learning in the contest of the workday world, and more abstracted from practice, more a matter of distilling, telling and learning thing out of context.⁵ At present, women education movement plays a vital role all over the world. Pan for Action to women education as taken in Beijing Conference. Now the slogan 'No development without women is heard everywhere.'⁶ Thus women education and development becomes synonymous in our country. This study has explored the agencies and factors which play effective role to women and discuss the nature of impact women in our country. The research highlights the basic education of women and ways and means to promote their status in the society.

Conceptual frame work

Education

'Educate' means to bring and instruct to teach, to train.⁷ Education etymologically has come out from the two linguistic assertions. E.ex. and ducere due. This E.ex and 'Ducere due' words denote 'pack the information in and draw the talents out'. This basic conception correlates the reality of information and talents. Some opines that 'Education' has come out from the Latin word 'Educare' which means "to bring up or to nourish".⁸ Some others opine that 'Education' has come out from Latin word "Educere" which means "To draw out or to lead out".

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Again others opine that 'Education' has originated from Latin word "Educatum" which means "Teaching".⁹ It would be better to define education in this way, "Education is an art or a process or a concept which stimulate to know anything, positive or negative, but intention must be positive and pragmatic, resulting well or bad or both".

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

Defining Women

Women encyclopedia Britannica defines women as; women are the plural form of noun woman.¹⁰ In the present research, by women we mean the adult female population of the country, above 18 years old, having the write to vote and eligible to contest election. They are a large portion of total population and usually deprived of proper education us the national as well as the local level.

Women Education and Empowerment

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

Those are establishing different activities and submit a report about the advancement of work by supervising a team from out of them. During working time, if any problem arise then the process of solution find out by a research. It is necessary to remember not only end of project but also evaluate the act from first to last and the result will come out; empowerment and education are related organically. If the education is not certain then the empowerment would not ensure. Like that education would not sustain without rights of empowerment. It should give prominence how ensure education and empowerment at a time and policy compilation separately.

Gender Discrimination in Education

Education makes person conscious in his or her rights, responsibilities, and obligations with respect to himself or herself to family, to society and largely to the nation.¹¹ Traditionally, low priority has been given to female education in our society and virtually all girls use to marry early in rural areas. It is believed that after

marriage the girls will go to their husband's residence and will do the household work and hence general education would not be effective for them. One the other hand, it has been observed that the profit motive attitude is working behind the parents or guardians to give preference for education to boys than to girls keeping in view to get return in their old age. The government has already been put emphasis on women education with some incentives but their dropout rate especially at the secondary level is high due to the practice of early marriage. The number of girl students is increasing but still it is negligible.

Objectives of the study

Problems and prospects of women education in Bangladesh: A Study on Sadar Upazila, Chapainawabgonj District." This work has there fore been designed to realize the following fundamental objectives:

1. To know the historical background of women's education;
2. To find out the problems of women education in Bangladesh;
3. To provide and overview on the existing status of women's education in Bangladesh;

Methodology

The methods also include the sample design of the study. It also states about the techniques or tools of data analysis.¹² Social survey method has been adopted to collect basic information from the field. The nature of the study refers to the social survey and is related to social phenomenon. Other methods like Participant observation and focus group discussion were also followed. Both primary and secondary data have been used in this study.

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

Sample size and Sampling procedure

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

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

The condition of women education in Bangladesh

The right to get education is by birth and basic right. About this right it has been mention in the 17th section (132 sub-section) in the constitution that " The state shall adopt effective measures for the purpose of (i) establishing a uniform, mass oriented and universal system of education and...., (ii) removing illiteracy within such time as may determined by the law" Though the equal rights of education is acknowledged according to this section of the condition of Bangladesh, the real picture is different. Half of the total 13 cores of people are women. If the education of 1997 has been taken into regard along with the analysis of male- female education rate, it seems that

Table—1: The condition of women education in Bangladesh

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

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



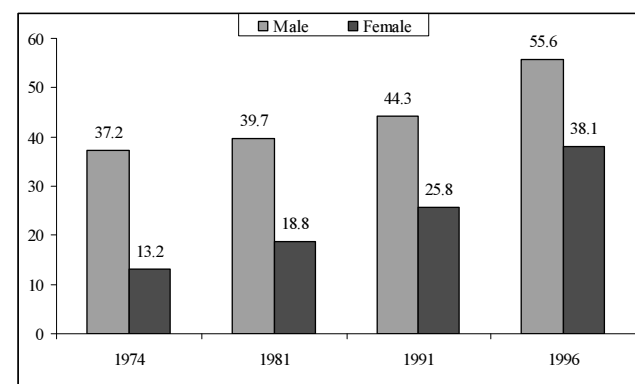
At the time of admission, 84.7% male where 77.1% is female, in class five 48.2% where 39.7% is female and in adult education

50.6% is male and 41.5% is female. In the field of education women are lagging behind in a large scale in comparison with the male counterparts. If the approximate literacy rate of the adult men and women are taken into regard, it is seen that, ration was 37.2:13.2 in 1974, 39.7:18.8 in 1981, 44.3:25.8 in 1991 and 1996 it increased up to 55.6: 38.1.

Table—2: National data of women education

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

Source: BANBAIS-2006



Another picture of the education system in Bangladesh is that, the participation of women in education is low but the rate of dropout is quite high. The girl student start coming to school from childhood because of the different violent activities in society again start dropping out with the race of time. In a statistics it has been shown that, through the rate of women education in primary level is 44%, in the secondary level it reduces up to 11% and in higher education the participation of women is hopeless. According to a data from

UNICEF, the literacy rate of the female is 40% below than the male counterparts especially who are aged 15 or more. In spite of participation of girls in the elementary level at a large scale, in the secondary level is only one thirds and in the higher secondary level it is one-fourth (UNICEF: the children of Bangladesh and their rights 1997, P -54/55)

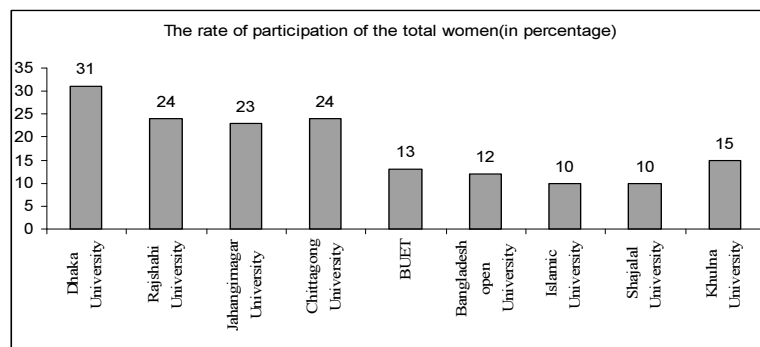
In a recent study it has been seen that, the participation of the girl's students in the University level is only 20% .It has been reduced up to 10% in technical, medical and other vocational institutes.

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

Table—3: The rate of women education in higher level

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

Source: UGC, 1996



Women education in Bangladesh -Historical Background

National idealism, values, culture and the picture of social life style are reflected in the education system of a nation. Women education is brought into light of our country in the 20th century.¹³ Nawab faizunnessa felt the emergence of spreading education for the first time. The Begum Rokya started her pinning movement with her pens for women education economic solving of women. She paved the way for the Muslim girls to earn education by establishing Shakhawat Memorial School at kolkata. Long before this occasion, the girls from Hindu & Christian communities used to go to school and received higher education. The first Muslim women politician Zobeda khatan Chowdhatri was admitted into class two at Eden Girls School in 1906. She did not find any Muslim girl in the above class. She got some in the junior classes. She herself didn't continue education there. Then we have come to know about fazilatunnessa who the first Bengal Muslim women awarded M.A. The girls started to enter into schools in a large scale since 1940. Then girl's school and Women College are founded in every district. Then Dhaka University and Dhaka Medical College were the place to receive higher degrees. But there were also a few students.

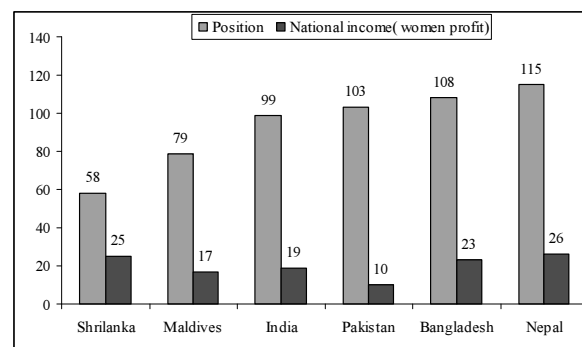
After the dividation in 1947, the condition of female education was not so helpful. The girls were supposed to go to school in a very conservative dressing. That condition continued for a long period. The condition didn't improve until the end of 50th decade. It influence still prevails in our society, for which we find the huge different between the rate of education of boys and girls. (Table-2) Now we are at the beginning of the 21st century. Now a day the matter of women rights and dignity is prioritized all over the world. The declaration of 1975 as an international women's years in Mexico, 1976-85 is celebrated as women decade, four global women's conference, etc have accelerated the steps of establishing women rights and dignity. It is the high time to realize that, without the participation of women in present developing activities without economic solvency and freedom no nation can go ahead. Through implementing this target, a large part of women can be made human resource by self-employment and in this way it necessities the advancement of national development. The role of women is inevitable in gaining self-dependency in a developing country like Bangladesh. It is not only in the economic sphere rather it is for the

social development also. Due to the low rate of women education it becomes unable to adjust a large number of labors in Bangladesh economy. As a result, it lags behind considering the scale of management in comparison with the south Asian countries.

Table—4: The comparative discrimination picture between male and female in South Asia.

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

Source: UNDP, Human Development Report, 1993.



In a report from UNESCO(1993) it is seen that, the rate of women education in Bangladesh is lower among the most nine populous developing countries in the world (Philippines, Mexico, Vietnam, Brazil, Indonesia, China, Nigeria, India and Bangladesh). The matter of women education is very significant in the socio-economic context of Bangladesh. There is knowing alternative of women education to enhance the economic development by creating self-employment of women.

But now a day's only 4.9% women in our country are engaged in income works through recognized employment opportunities.¹⁴ In a statistics of 1991, it has been noticed that, in the non-military field

there are only 9.04% percent women are there in industry level. 4.9% women in cities and 30% in villages are domestic workers to earn only for feeding. In government administration there are only 2% women. Though in garments factories there are 80% women, there wages are comparatively lower than the male counterparts. An observation taken in 1980, it is observed that 56% male and 45% women in village are engaged in self employment. Until 2000, World Bank made a study on the rate of participation of women in labor which has been stated in table-

Table—5: The presence of Bangladeshi women in labour

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

Source: BANBAIS-2006



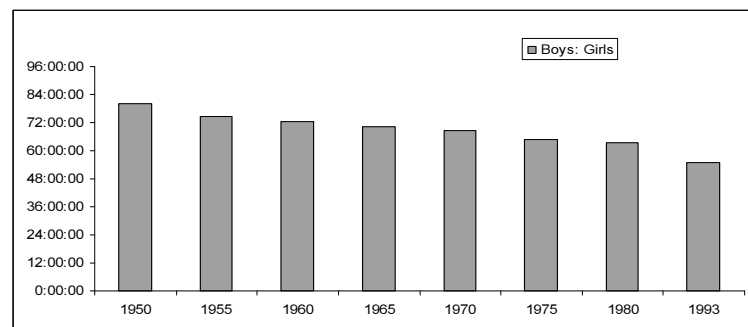
From the above mentioned information table provided by world Bank, it becomes clear that ,the participation of women in labor is 11% in 1980; in 1985 it is 13.5%; in 1990 it is 16.6% and up to 2000 it is 25%. It has also mentioned that the participation of women in economic files have increased from 3.2 billions to 12.2 billion during 1980 to 2000.¹⁵ But it is also correct that the participation of women in professionalism is really low. There are several sectors where there is no single women's participation.

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

Table—6: The ration of boys and girls in primary schools.

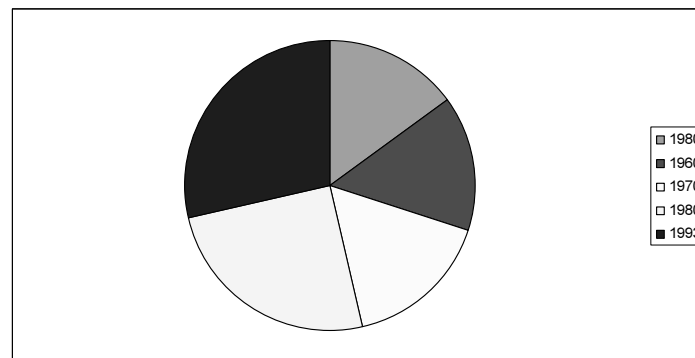
Year	Boys: Girls
1950	80:20
1955	74:26
1960	72:28
1965	70:30
1970	68:32
1975	64:36
1980	63:37
1993	54:46

Source: Monthly University campus, February, 1995.

**Table—7 Number of boys and girls in primary school in different sessions.**

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

Source: Monthly University campus, Feb, 1995

**Table—8: The follow of increase of the teachers, boys / girls and school in primary level.**

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

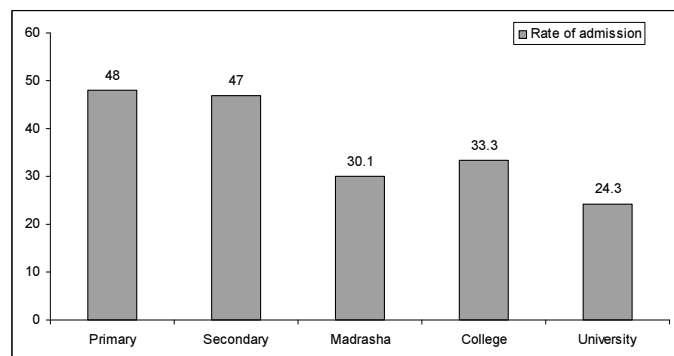
Source: Statistics pocket book-1995, page-489

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

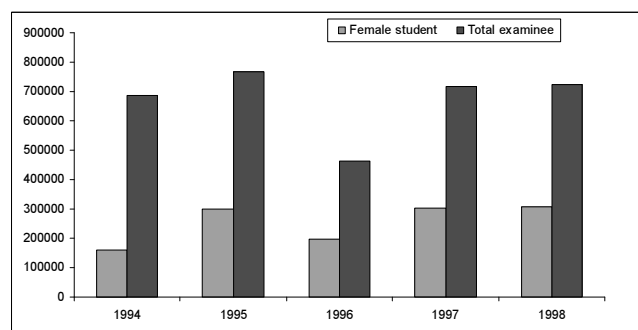
Table—9: The advancement in girl's admission.

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

Source: Education Watch-2006

**Table—10: Number of students participated in Boards**

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



If table 7&8 have been analyzed it becomes clear that a lot number students has been increased and in 1995&1997 the increase of girl student is mentionable. Besides, it is also mentionable, that, in 1994 only in class six that means at the entry point the number of new students were 3,07,095 that has gradual empowerment and in 1995 it becomes 3,43,866, in 1996 it is 4,39,733 and in 1997 it becomes

4,71,310 and the gradual rate of increase is 18%. It is also noticeable that 1994, the total number of girl students were 4,54,645(class vi-class ix),9,02,370 (vi, vii, ix & x) in the session of 1998 the number raise up to 21,00,000 from where it becomes clear that there had been 20% improvement the admission in the secondary level.¹⁶

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

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

The evaluation of female education program in Bangladesh

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

In a research it has been found that, after the declaration of the compulsory primary education both for male and female in 1991, the percentage of presense both for boys and girls is equal.¹⁷

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

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

It has been found also that after the beginning of the honorary scholarship not only the number of girl students has been increased in the secondary schools, the number of secondary schools has also been decreased from class (xi) to class (x). Apparently, the society seems to be aware enough of the value of female education. But in reality 50% of them are not taking part in S.S.C examination.¹⁹

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

The school that got the tuition fee for the girls has no responsibility to that girl. The parents who could continue the education of their girl freely further more , could get some women's fail to take the responsibility of the expenses of their daughters S.S.C examination .Though 250 taka has been given for each girl student who are enlisted in the honorary scholarship, the schools are paid six or seven times as the coaching fee.²⁰ As a result the poor parents take the decision of their daughter's future.

They start finding a good husband for the daughter rather to her a servant. The guardians also remain anxious of the security of their teen-aged daughters. Many parents do not want to send their daughters to the S.S.C exam centers far from home , when they are living in such a society where girls are not safe indoor from acid violence , from being raped in their way to schools. The expense is needless to say, so, it can be said that, many schools have been set up to promote the rate of education among girls.²¹ But seeing the presence of girls, it must not be said that, the value of women has increased in society or their position has changed. Several problems can be mentioned about the female education program in Bangladesh considering the above mentioned issues, veil , poor performance of the guardians in household chores , child-marriage , barrier in job fields for the educated women , dowry system, the view to making the educated girls with universal ideology , lack of empowerment opportunities , lack of interests among guardians for their daughters education ,male dominance in policy making , lack of sufficient budget , lack of co-herece in national and non-governmental programs lack of women in related information and research shell , lake of enough educational institutions for women and enough female teachers, lack of necessary educational instruments and facilities , male dominance in textbook , lack of

creative activities out side the textual reference , lack of interest of the female teachers to do their profession duty and so on.

Problems of women education in the study area

Shortage of women educational institutions

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

The table shows the institutional statistics in the study area.

Table—11: The institutional statistics in the study area.

Primary schools		High school (Combined)		Girl's school		College		Girl's College	
Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.
129	75	02	64	01	15	02	13	01	00

Source: Field data

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

Family restriction

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

Table—12: Family restriction status in the study area

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

Source: Field data

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

Distance of the institutions

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

Table—13: Distance of the institutions in the study area.

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

Source: Field data

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

Religious

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

Table—14: Religious legislation in the study area

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

Source: Field data

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

Early marriage

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

Table—15: The status of early marriage

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

Source: Field data

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

Gender discrimination

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

Table—16: Status of gender discrimination in the study area.

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

Source: Field data

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

Ignorant guardians

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

Table—17: Status of ignorant of the guardians

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

Source: Field data

The table shows that 32.5% guardians of the women are ignorant. They have no knowledge of the high thought and the importance of education and out world or have no knowledge of the developed countries. So, most of the women remain uneducated in the study area.

Lack of social awareness

Though some NGOs are doing awareness work among the guardian, they do not want to send their female child to educational

institutions. They thought that women education is not essential. So, for their lack of awareness some women remained uneducated in the study area. The table shows the lack of awareness of the guardian in the study area.

Table—18: Lack of social awareness of the guardians.

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

Source: Field data

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

Findings and Recommendations

Conducting the research some problems of women education have been found in the study area. Women were neglected in the study area. The enrollment ratio between male and female students was far difference. It should be extended within very short time so that enrolment ratio can be increased. Having discussed the concept of women education in relation to women a few recommendations may be put forth for improving the lot of women in this respect:

1. In Bangladesh at least 60% of female are illiterate. They can neither read nor write. They are not aware of their rights and are not exposed to out side world. It is necessary to change the present education policy formal -non-formal and design some more liberal policies which will generate confidence among female towards educations.
2. Skill training can build up spirit of self-reliance and solidarity among women. It can also raise awareness and generate confidence.
3. Information is lacking at both national and local levels about the acute problems women face in access to education, health care, nutrition, water, sanitation, employment, finance, shelter, contribution of women in settlement, difficulties which are faced by them in family and national development. Therefore, information and communication system should be so geared to give priority to their needs and potentials.

4. Dept. of women's affairs, ministry of rural affair, etc. should work as noble agencies to ordinate women education in national level.
5. Education must be easy and open for women education.
6. To innovate scholarship courses for girls.
7. To appoint more female teachers in educational institution.
8. To increase women participation in health, education, agriculture, industry and development sector.
9. To avoid the narrow view about women.
10. To build the women skilled and self- employed.
11. To make discrimination free learning and training in science and technological field.
12. To increase the expenditure for women education.
13. To bring research and evaluation for women education.
14. To create opportunity of self- empowerment by making the women human resource
15. To increase the participation in ministry, offices, different government and non-government organization, donor organization and social institutions.
16. To facilitate the girls in communication and hostel management.
17. To offer necessary benefit in schools and having enough infrastructure.
18. To bring learning to make the relation easier between boys and girls.
19. To manage teachers training on a large scale so that the teachers may know the current factors.
20. To have the authority over the educational institution academically and administratively.

Conclusion

In conclusion we can not say that a magnificent success has been achieved in the development sector of Bangladesh through the spread of women education. But the position of women has changed a bit. Comparatively the familial barriers have also lessened. Now a day, girls are working at industries specially girls feel interest gradually by gaining education. It must be noted that, poverty has a positive influence to break down the social barriers for women and to take part in economic activities in our society. If the girls from poor families become income generated, the family will be benefited. The real conditions influence social values and norms very much. Necessity can do what statement can't. This necessity is necessary for the progress of women in Bangladesh. So, it seems to be remained static. The participation of women of women in jobs is

attracting. Garment factory that is built with the labour of women has become the main source of foreign currency. Women are contributing their own in the development activities of Bangladesh. For the development of human resource, women education has a great role and it has been cleared from the previous discussion. The birth control system has been innovated in the sixties in Bangladesh but it was not hopeful enough due to lack of female education. In the context of Bangladesh, half of the total population is women and most of them are not involved in the development activities. Not only this, women are responsible for conducting the household chores specially rearing children. Because, children are the future of a nation and a child never becomes literate if the mother is not educated. Women can play a vital role not only in the family level, but also in the national level if the girls are made properly educated and empowered. Through education a woman can be conscious of her position in the society and her responsibilities to the country. So, if development comes through making women community to human resource, women must be made educated.

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