

Gender Sensitivity of the Students of Secondary Level of Education: A Critical Investigation

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***Abstract :** This paper presents the findings of a study on the secondary level students sensitivity towards some core gender issues. In all 300 students were sampled from 10 secondary schools, 5 urban and five rural, of greater Dhaka. Finding reveals that secondary students had on the average moderate level of sensitivity regarding gender relationship. They have developed gender sensitive attitude towards a wide range of issues regarding gender relationship such as educational opportunity, gender violence, women's diversified roles and responsibilities, sharing of household, distribution of food, women's economic independence and decision making role in the family, freedom of movement, age at marriage, etc. Despite this significant achievement secondary students were found to express negative attitude towards three vital gender issues. These include preference of male child in the family, women's child rearing responsibility and social status of man. The findings further exhibited some distinction in the attitudes of the students by gender and locality. However, these differences failed to achieve statistical significance at the accepted probability level. Thus this paper conclude that the secondary education sector should take required measures for further consolidation and integration of the acquired sensitivity of the secondary students with special focus to male as well as rural students. A set of recommendations is forwarded to this end.*

Introduction

The interest on gender issues is getting prominence, worldwide and particularly in developing countries, in the recent years with a view to escalate women's status through bringing gender equity and equality in different spheres of life. Embedding gender sensitivity on different gender issues in people's mind irrespective of gender is a precondition for bringing this equality and equity in the society. Gender refers to socio-cultural construction regarding the behavioural differences between men and women (Eviota,

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1993:4). And gender sensitivity simply refers to the development of awareness of all kinds of differences and discrimination, constructed by the society, between man and woman (Akhter, 2004:2). But in the prevailing situation and as demonstrated by the different aspects of familial, social, economic, cultural and political arena, there are enough evidences to support the idea that the population of Bangladesh is not imbued enough with gender sensitivity. And truly speaking if gender sensitivity cannot be embedded in people's mind, achieving gender equality and equity in the society will remain a far cry.

Secondary education age, 11+ to 16, is a vital period in the life cycle of a person, which is also called adolescent period. It is the period between childhood and adulthood, when rapid physical and mental growth takes place. It is a formative stage of life and a time of curiosity and inquisitiveness about different aspects of life. During this time young adults form different attitudes that endure through their life and have impact on different roles and activities of life. Therefore, if a secondary student can develop a positive i.e. gender sensitive attitude, it is likely that throughout the adulthood period he/she would remain more gender sensitive, which in turn will be conducive in establishing gender equity in the society.

In Bangladesh the number of students in secondary education is quite high, 9,930,152 including all streams of secondary education (BANBEIS, 1999:36), which constitutes nearly 10% percent of countries total populace. In terms of sheer numbers, these young people have tremendous implications in establishing a gender sensitive environment in the country as they will play different roles in the future society. Thus they can have important bearing in establishing a gender discrimination free egalitarian society.

Education is the best mechanism of transforming human being in to human resource. It has also pivotal role in creating gender sensitivity among the members of the society. It is an agent of basic change in the status of women. It can help to neutralize the accumulated distortion of the past and be conducive in developing a well conceived edge in favour of women and to culture gender sensitivity in the society. Realizing this over last few decades a

number of activities have been taken in promoting gender sensitivity among the students of primary and secondary education. These include different curricular, financial and teacher training measures like introduction of universal and compulsory primary education; Food for Education Programme (abandoned at present); girls stipend programme both at primary and secondary level, appointing 60% female teachers at primary level and 30% at secondary level; increasing physical facilities for female students in schools. Besides, overhauling of school curricula took place in order to eliminate all sorts of gender insensitive concepts, language, pictures, charts, etc. Required contents were also included in the instructional materials of different classes based on gender analysis to help students develop gender sensitivity in their behavioural exposure. Gender sensitivity training programmes were arranged for the curriculum developers, content writers, teachers, stake holders, managers, etc. Teachers have been brought under gender sensitivity training to make them able and motivated in delivery of their classroom instruction in a gender neutral way and in some cases bringing positive biasness for uplifting girls self esteem. To assess the impact of all these measures it will not be wrong to hypothesize that the students of secondary level of education have been imbued with gender sensitivity. In this perspective a study was undertaken aimed at assessing secondary level students' perception on 20 core gender issues presented in Table I, which were identified by the social researchers as barriers against women development.

Students' attitude towards these issues has important implication in determining the position of women in the family, society, state and the world. This paper presents the findings of that study on the state of the gender sensitivity of the students attending secondary level of education of Bangladesh. Hopefully, this will give an overview of the perception of the secondary level students on gender issues, which could provide a guideline for the education sector policy maker and for the curriculum developers, course writers, teacher trainers, practitioners as well as the education sector in chalking out need-based gender development programmes for secondary level of education.

Table 1: Core Gender Issues Investigated

1. Educational opportunities	11. Hatred against gender violence
2. Child rearing responsibilities	12. Male's domination in the family
3. Sharing of household activities	13. Sharing of food
4. Preference of gender of the children in the family	14. Early marriage
5. Importance of male in familial matters	15. Punishment/legal measures against oppressor of women
6. Property rights	16. Status of man in the society
7. Women's economic independence	17. Development of both gender for nation building
8. Decision making role of women	18. Women's participation in politics
9. Control of family income	19. Cooperation between working couple
10. Women's freedom of movement	20. Women's administrative role

Objectives of the Study

The general goal of this study was to explore the state of gender sensitivity of the secondary level students. More specifically it sought to answer the following research questions :

1. What is the state of gender sensitivity of the students of secondary level of education.
2. What is the perception of the students about different core gender issues?
3. What are the specific gender issues to which students had favourable or unfavourable perception?
4. What are the levels of students' favourableness to various gender issues.
5. Whether the perception of the secondary students differed significantly by sex and location?

Limitations of the Study

Being an attempt at describing the perceptions on the gender issues of the secondary level students, the study was undertaken in the light of some technical limitations. Firstly, the study was conducted only in one district of the 64 administrative units of the country. Therefore, the findings in no way represent the views of all the secondary level students. Secondly, although secondary education constitutes grades six to twelfth classes this study was conducted on merely the students of grades IX and X, who belongs to the age group 14+ to 16. The judgment behind this selection was that the comparatively young age adolescents of grades VI to VIII might not be able to answer rationally with due understanding of the gender issues due to their young age structure, which was not perceived as a problem for the age group 14+ to 16. Thirdly, the study was only conducted on the students of a few government and non-government schools of general education system. Other streams of secondary education like madrasa education and technical education remained excluded from the previews of this study. For these, the findings naturally cannot be generalized except only throwing some ideas on the prevailing beliefs, perceptions and attitudes held by the students.

Research Methodology

Design: Descriptive survey design was employed for conducting the study, which used an empirical design of quantitative method in the process of data collection.

Sample of the Study: A sample of three hundred students of both sexes constituted the sample of the study. They were selected from purposively selected 5 rural and 5 urban secondary schools located in the district of Dhaka. Random sampling technique was employed to determine the respondents from schools as sources of data.

Table 2: Sample Distribution

Location of school	Respondents		Total
	Girls	Boys	
Rural	75	75	150
Urban	75	75	150
Total	150	150	300

Data Collection Tool: The data gathering instrument included an attitude inventory consisted of 20 attitude statements patterned after Likert's five points scale, which included equal number of positive and negative statements. Each item was followed by five possible responses, namely strongly agree, agree, undecided, disagree and strongly disagree.

Data Collection and Analysis Procedure: The researchers themselves through personal contact administered the attitude scale. The collected data were statistically analyzed with identifying the mean attitudes and their rank order. The criteria given by Kubiszyn and Borich (1993:177) for identifying positive and negative attitudes was used to determine the respondents' perceptions towards gender issues. Accordingly a mean attitude of 3 was adapted as the margin of dividing positive and negative attitudes i.e. the level of gender sensitivity. Further the level of favourableness of the attitude statement was identified by giving three descriptive equivalent- highly sensitive (HS) and moderately sensitive (MS) and sensitive (S). The statements, which yielded mean attitude scores ranged between 3.00-3.67 then categorized as positive perception. If ranged between 3.68-4.34 then termed as moderately positive perception and the issues scored means equivalent to 4.35 and above were considered as highly positive perception. Rank order was done to look into the hierarchy of students' perception against the issues subjected to investigation. To test the significance of differences between the mean attitudes of the boys and girls as well as the urban and rural students, Z test was taken in to consideration. The findings of the study were carefully interpreted and on the basis of the interpretation recommendations were made.

Findings

The data regarding students' perception towards gender issues are illustrated in Table 3.

Table 3: Attitudes of the Secondary Students Towards Gender Issues

Sl	Attitude Statements	Mean Attitude					
		<i>Girl</i>	<i>Boy</i>	Urban	Rural	Total	Rank
1	I believe both female and male should be equally educated.	4.91	4.66	4.88	4.78	4.80	1
11	Oppression against women is a heinous crime	4.77	4.84	4.80	4.72	4.78	2
8	Husbands and wives should jointly make decision on important family matters.	4.78	4.71	4.72	4.76	4.74	3
17	Development of woman is important to progress the society.	4.87	4.60	4.66	4.79	4.73	4
19	Women should have freedom to earn themselves.	4.93	4.36	4.71	4.57	4.64	5
15	I strongly believe that offenders on women should not be spared from punishment.	4.54	4.48	4.33	4.69	4.51	6
7	Husband should be cooperative to their working wives in various activities.	4.63	4.36	4.59	4.39	4.49	7
20	Women should not go to diversified education and profession.	4.44	3.40	4.79	3.10	3.93	8

6	As males have important role in the family, they should own more family properties.	4.08	3.62	4.10	3.64	3.85	9
3	It is derogatory for male to perform household work.	4.05	3.63	4.01	3.68	3.84	10
10	I think it is not good for a woman to move freely and independently.	4.08	3.56	4.06	3.57	3.81	11
13	As males are bread-earners of family they should be given more and nutritious food.	3.79	3.81	4.14	3.46	3.80	12
18	Women should come to politics and in leadership role in more number.	4.11	3.36	3.90	3.57	3.73	13
14	Girl should not be married before 18.	4.05	3.14	3.64	3.56	3.60	14
12	Man should be dominating in the family, as women are dependent on them.	4.10	2.99	3.55	3.50	3.53	15
9	Family income and expenditure should be in control of husband/ male family member.	3.85	2.96	3.65	3.16	3.40	16
5	I believe male should be given more preference in familial and social matters.	3.72	2.81	3.29	3.24	3.27	17
16	The status of man in the society should be higher than that of woman.	2.92	2.88	3.02	2.78	2.90	18
2	Child rearing is the sole responsibility of women.	2.94	2.82	3.15	2.66	2.89	19
4	There should be at least one male child in every family.	2.89	2.69	3.01	2.57	2.79	20
Total		4.12	3.67	4.06	3.77	3.90	

T = Total R = Rank

Based on the findings secondary school students were found to develop a gender sensitive perception as their mean attitude score (3.90) was above the criterion mean of 3. On the average they had moderate level of gender sensitivity as it fall in this category.

The item-wise analysis of the attitude inventory reveals that students had positive perception towards 17 gender issues out of 20. They expressed negative attitudes towards only three issues. Of the positively perceived issues students were found to be highly sensitive on seven gender issues, moderately sensitive on six issues and merely sensitive on four issues. The issues towards which adolescents were found highly sensitive were about equal need of education of both genders, importance of women's participation in decision making role in the family, hatred against gender violence, need for women development for progress of the country, cooperation between working couple, punishment against oppressor of women and need for women's economic independency. The issues to which secondary students held positive but moderate level of sensitivity were women's participation in diversified education and roles, property right, sharing of household activities, women's freedom of movement, distribution of food between genders as well as need for women's participation in politics. Students expressed average level of sensitivity on four issues. These include girls' age at marriage, male's domination in the family, control of family income and male's preparation in familial and social matters. Of all the positively perceived gender issues education ranked the top position followed by hatred against gender violence. Importance of decision making role of women in familial matters scored the third position in the array of gender issues, while development of women along with man got the fourth position.

The wide range of positive perception, as expressed by the secondary school students, explicitly reveals that the long perpetuated mental make up of the population of the traditional society of Bangladesh is under the process of transition. This is perhaps resulted from the government's appreciable and multifaceted gender development strides floated under the umbrella of different ministries and sectors specially in education

sector in fulfillment of its constitutional obligation and commitment made in line with various international declarations and agreements like the Convention on the Elimination of All forms of Discrimination against Women (1979), Convention on Equal Political Rights (1954), Equality in Employment (1996), Equality in Education (1962), World Population Plan of Action (1974), the Nairobi Forward Looking Strategies for the Advancement of Women (1985), the Beijing Conference, the World Conference on Education for All (1980), the Dakar Education Forum (2000), etc.

Significant to mention, as stated before, that secondary level students expressed negative i.e. gender insensitive attitudes towards three gender issues as stated in items 2, 4 and 16. In their disagreement the respondents explicitly viewed child rearing is the sole responsibility of women, each family should have at least one male child and that the status of man is higher than woman in the society. This negative state of gender sensitivity explicitly indicates still people of Bangladesh are unable to abandon some of the long held attitudes and values despite occurring a tangible positive change in their perception level. This is possibly due to long perpetuation of male domination and women's subjugation in the traditional society of Bangladesh, where social relations between men and women have not been equal from time immemorial.

Further analysis of the data in Table 3 shows both the male and female students as well as the students of urban and rural areas on the average had positive perception towards gender issues. On the average girl students had moderate level of gender sensitivity, while male students were found merely sensitive. Both urban and rural students had moderate level of gender sensitivity. Despite this positive development an apparent difference was found to exist in the perception levels of the secondary school students by gender and location, which skewed towards girls and urban students. It means male students as well as rural students have developed lower level of gender sensitivity in relation to girls and urban students, which differed by points .44 and .26 respectively.

However, these differences were not found significant as the calculated values were smaller than the tabular values of z .

The magnitude of girls' perception level was found higher than that of urban students. The finding reveals girls' raising level of consciousness about different gender issues, which are the determining factors of their status and self-esteem as the members of the society. The raising level of female's consciousness is also presently found evident in their various activities in the society as more number of women are coming out of their socially imposed detention at home and are taking part in different roles and responsibilities and some times in challenging jobs. Again, this may be resultant from the government's multifaceted initiatives taken after independence for development of the women community in the country.

Male students' perception level was not only lower than that of the female students. It was even lower than that of rural secondary students. The comparatively lower sensitivity of the male secondary students represents a poor mental make up of them, which may be due to the long perpetuation of male domination in the patriarchal Bangladeshi society. Although different initiatives are directed to bring positive change among the members of the society truly speaking it is not possible to erase the inherited mental state of the males over a short period of time. Therefore, efforts to change the traditional mind set of the male members should be a continuous process through employing various measure, without this all development efforts for eliminating gender discrimination from the society will be a futile exercise. Including gender issues properly in school curriculum with an aim to change the mind set of male, providing gender sensitivity training for teachers and others supplemented by different motivational and awareness raising programmes could be very much conducive in this regards.

A comparative analysis of the data shows although some positive perception have developed replacing the traditional mental set up of the secondary students as the members of the greater society, however, the urban students are more ahead than the rural students in this regard. This is may be due to urban students' privileged

position in getting different opportunities like good education, exposure to mass media, receiving first any new concepts and ideas due to their privileged position, etc. This lower level of gender sensitivity of the rural secondary students is an area of concern as still 80% of the country's total population are from rural areas. And if the perception of the vast majority of rural adolescents can not be changed at a similar pace of urban students it might impede gender development programmes of the country. Therefore, this finding expresses a need of required attention to have proper policy measures for improvement of the perception level of the rural students with due attention.

Discussion

It is obvious from the data that the secondary level students of Bangladesh are getting gender sensitive over the period of time. The findings further revealed the students' appreciable level of positive perception towards absolute majority of the gender issues like need of women's education, women's participation in decision making role, freedom of earning and control over family finance, violence against women, development of women for progress of the society, etc. The other areas were sharing of household activities, women's diversified roles and education, property right, freedom of movement, distribution of food, their participation in political and leadership role although the respondents differed in degrees of their positive opinion. However, this wide range of positive perception of the adolescents, as revealed by this study, could be termed as a great achievement for which the government has long been striving through undertaking multi-faceted gender development programmes including a massive media campaigning.

In Bangladesh, primary education is universally available and compulsory. At the secondary level girls are also receiving various promotional benefits like stipend for secondary education, free tuition, scholarship, etc. for continuing education above secondary level (FSSAP, 200:1-40). Despite women's illiteracy rate and participation in different areas of education indicate wide variation between the genders. The adult female illiteracy, as revealed by a UNICEF report titled as "The State of World

Children 2004", (The Daily Star 12 Dec., 2003: 12) has still remained much lower (30%) than that (49%) of man. Girls' participation at the primary and junior secondary level although is higher than boys their participation in terms of number is much low in secondary, higher secondary and above levels of education. Women's participation in labourforce is also very low, only 13% (Ahmed et. el. 1999: 344). They also lack in decision-making role in the family as well as in the society due to male's domination in this area in one hand and on the other hand lack of mental strength and ability in playing this role due to long subjugation. Besides, the society of Bangladesh has long been characterized by a strict division line between the two genders. Under this division line, it is perceived by the members of the society that man is born to rule the family and women are for carry over their orders. Women will perform all the household activities and man will enjoy its benefits. Man will hold all key positions in familial and social matters and women will serve them. Women should be economically dependent on man. Besides, it is a well-accepted fact that violence against women has become endemic in the patriarcle structure of the Bangladeshi community. The constitution of the country has enough provision to safeguard its citizen, irrespective of gender. In line with this government has enacted stringent measures to eradicate violence from the society. Despite the spiral of violence is increasing both in magnitude and in seriousness. Women's participation in politics like political parties, parliament, cabinet, local government is very low, although during the last few years there have been relatively larger participation (BBS and MWCA, 1999:7). Child marriage is still a major phenomenon of the social structure of Bangladesh. Nearly 50% of the girls below 19 get married in Bangladesh, although the official marriage age is 18 for them. Approximately 58% of them already become mothers or expect child by this age. Early marriage has devastating impact on women development, because in almost every case it puts an end to the education of girls and act as a barrier to almost all opportunities for their further development (UNICEF, 1999:5). In most cases land still held by male, although Islamic law allow right of women to property to an extent. These characteristics of gender relationship are major impediments towards bringing gender equality and

equity in the society. Favourable values and attitudes of the secondary level students towards these issues as came out of this study definitely exhibits a significant improvement in the perception level of the future active members of the society about gender relationship. And definitely it is a prerequisite for women development for which millions of money and efforts are been spending. Now it is the supreme responsibility of education sector for further consolidating, strengthening and sustaining the achieved positive values of the secondary students as education is a principal means to empower women so that they realize their potential (UNESCO, 1996:vii).

Despite this positive perception the secondary students exhibited negative i.e. gender insensitive perception towards three vital gender issues where they explicitly viewed each family should have at least one male child; child rearing is the sole responsibility of women and that the status of man is higher than woman in the society. This negative state of gender sensitivity of the secondary students expresses a gloomy state of their mental make up, because these are important determinants of women's status in the society. Here the perception long been held is that child rearing is the sole responsibility of women. A man or woman since his/her childhood develop this idea through experiencing the active involvement of their mothers, sisters, grand mothers and others. They always see fathers and other male family members not to perform this responsibility. The various gender development initiatives being implementing in the country also do not focus much on this vital issue. School curriculum also includes this traditional biased connotation of child rearing responsibility of women through contents, illustrations, pictures, etc. This may be one of the main reasons of secondary school students' embracing of the traditional attitude. Besides, the society of Bangladesh is marked by strong son preference under its patrilocal social system, where by women are expected to continue to bear children until a son is born. The absence of social security also drives both the partners for son preference as an old age security. Therefore it is not uncommon that being the members of the larger society the secondary level learners will also hold this perception. According to United Nations (1994:130) "The bearing and rearing of children

continue to define the principal parameters of social expectations of women in most Asian cultures." It further continued that due to son preference for various reasons women have little control over their reproductive rights and the repeated pregnancies exacerbate the health problem of women. The perceived lower status of women by the respondents as found in this study is another giant barrier of their as well as nation building. As UNESCO (1990:3) stated, "The inferior position assigned to women jeopardizes not only their future status in society, but also the future of the society." "If the nation is to develop, it is essential that the basic structure of women, who constitute about 56.6 of the nation's population are mobilized to national development and growth" (Ahmed et. al., 1999, p:345). Therefore, it is imperative for the education sector to launch.

The findings, as mentioned in the preceding section, further reveals all the respondents irrespective of gender and location held on the average positive perception with moderate level of sensitivity towards gender issues. From this inference could be made the citizens of the country along are getting sensitized regarding gender relationship, which is a prerequisite for gender development. However, female as well as urban students were found to express higher sensitivity in general and towards majority of the issues put under inquiry. However, the differences failed to reap statistical significance at the accepted probability level. In this regard "it should be noted that, statistical significance does not always tell the true story. Statistical significance may also not be achieved due to many reasons like measurement error, response error, sampling error, etc. (Khatun and Nabi, 1999:227). Therefore, although the variables of this study did not achieve statistical significance have substantive importance in terms of the differences by gender and location. Accordingly the higher level of perception as found in this study indicates women's raising level of consciousness on gender issues in relation to man. Hopefully, this will act as a pull factor in creating a demand of development of their own from their part. This kind of consciousness is essential for excelling the status of any group or person especially the women in the society. Contrarily the comparatively lower level of perception of the male students

emerged as an area of concern as they constitute 50% of the society. Without developing their positive perception and required cooperation establishing a gender friendly environment in Bangladesh will never be materialized. Steps should be taken to further consolidation of girl students' realization of their development as well as directing male students' perception to a more sensitive one.

The tangible difference between the urban and rural students also indicates another area of concern as majority of the secondary students belong to rural area. If an overall change is to bring in the situation this should also be handled with utmost importance. More efforts should be accumulated for elevating rural students' perception.

In fact Bangladesh has a male dominated patriarchal society where women are deprived and oppressed in all sphere of their familial and social lives. In such a male dominated social environment male from their very childhood starts to develop an attitude skewed towards males' preference, supremacy and domination. And as such the attitude male develops from childhood gets stronger throughout the adolescent period and becomes deeply embedded in their mental process with the increase of age, which at a time becomes explicit in their practical behaviour to female and continues throughout their life cycle. Therefore, efforts should be made to culture gender sensitivity among all the members of the society irrespective of all background factors with special focus to male members of the society and the rural disadvantaged group.

Conclusion and Recommendations

The findings as came out of this study reveals a complex picture of changing pattern of social attitude towards gender relationship. From this it is crystal clear that the value pattern of the Bangladesh society regarding gender relationship is changing in one hand. On the other hand people still are reluctant to abandon some of the long perpetuated mental set about gender relationship. Despite this inference may be said that the secondary students are imbued enough with desired level of gender sensitivity with

requirement of some changes in their mental make-up. It is found supported by Bangladesh Bureau of Statistics and Ministry of Women and Children Affairs (BBS and MWCA, 1999:7), who also identified some discernible change in the values and attitudes of the society in the area of gender relationship. Now it is important for education sector to take initiatives for further escalation of the perception of its clientele group for bringing a sustainable positive change in the society regarding gender relationship. Inclusion of gender issues properly in curriculum; arranging gender sensitivity training for teachers/tutors/facilitators and stakeholders, undertaking advocacy programmes for the parents, massive media campaigning are some of the strategies towards development of a gender sensitive attitude among the learners. Formal education sector should make a systematic attempt integrating the above measures to bolster non-stereotyping of gender roles. Following are some specific recommendations, which could be of useful in the process of making the learners more gender sensitive :

- The curriculum and course materials of the secondary level should be subjected to a rigorous review with a view to deleting contents which might imbeds development of gender sensitive perception in the students.
- Identifying a set of gender sensitivity issues, through a rigorous study with wider sampling, most suitable to the social phenomenon of the society of Bangladesh and then integrating those in the contents with proper horizontal and vertical articulation.
- Sensitizing the teachers for showing gender sensitive attitudes towards the students and adopting such kinds of teaching-learning strategies during the face to face classroom interaction.
- Conducting special gender sensitization training for the head teachers, education administrators, counselors and other relevant personnel on gender issues.
- Arrange orientation for the curriculum developers and writers in order to have a proper reflection of gender issues in the curriculum and instructional materials.

- Designing supplementary instructional materials on important gender issues to supplement the regular reading materials.
- Preparing audio-video programmes focusing the gender issues for broadcasting, telecasting through radio and TV.
- Equipped the library or reading corners of secondary schools with material related to various gender issues.
- Conducting studies and research to tap different dimensions of gender relationship in the curriculum of secondary education including madrasha and vocational education.
- Introducing family life education with emphasis on gender issues.
- Undertaking advocacy programmes for parents and members of the society.
- Further consolidating attention to urban as well as male students in all gender development programme at secondary level.

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