Assessment of Attitudes of Government Officials of Different Levels Towards Gender Issues in Bangladesh

Dr. Ekram Hossain
Kazi Hasan Imam
Syed Shamsul Alam
Md. Monjurul Hoque

305.3
ASS

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka, Bangladesh

United Nations Population Fund (UNFPA), Bangladesh

• Ekram • Hasan Assessment of Attitudes of Government Officials of

With The Best Compliments of

Mohammad **Shafiul Alam**
Project Director
Advocacy on Reproductive
Health And Gender Issues Project,
BPATC, Savar, Dhaka.

Assessment of Attitudes of Government Officials of Different Levels Towards Gender Issues in Bangladesh

Dr. Ekram Hossain
Kazi Hasan Imam
Syed Shamsul Alam
Md. Monjurul Hoque

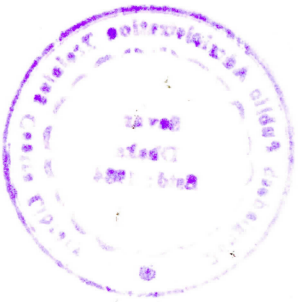
Bangladesh Public Administration Training Centre Library
Savar
Dhaka
Estd: 1984

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka, Bangladesh

United Nations Population Fund (UNFPA), Bangladesh

23 MAY 2017

BPATC LIBRARY
Accession No. 99906
Call No. 305.3/ASS
Source. Cost



Assessment of Attitudes of Government Officials of Different Levels Towards Gender Issues in Bangladesh

by

Dr. Ekram Hossain
Kazi Hasan Imam
Syed Shamsul Alam
Md. Monjurul Hoque

Published By : United Nations Population Fund (UNFPA), Bangladesh.

First Published : December, 2002

Cover Design : S. M. Shafique

Processing : S. M. Shafique

Printing : Nitol Print, 148 Arambagh, Dhaka-1000

© Copy Rights : Kazi Hasan Imam 2002. All rights reserved. No part of this book can be reproduced in any form, by mimeograph or any other means, without written permission from the copyrighter.

Marketing : Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka-1343, Bangladesh

Price : Taka 250.00

US $ 10.00

ACKNOWLEDGEMENT

The study has left the authors in debt to many persons. They would like to take this opportunity to express their sincere thanks and gratitude to :

- Mr. Enamul Hoque, Secretary, Ministry of Establishment, Mr. Muhammad Aftabuddin Khan, Joint secretary, Ministry of Jute and Mr. Md. Aminul Islam Bhuiyan, Deputy Secretary, External Resources Division, Ministry of Finance for providing their valuable suggestions and guidelines in finalizing report/book;

- Mr. Zobayer Enamul Karim, Senior Research Officer of BPATC and Research Associate of the project for extending help in data compilation works;

- Ms Nusrat Sharmeen, Assistant Teacher, PATC School & College and Research Associate of the project for providing tremendous efforts in preparing Table Plan & Dummy Tables and helping in data compilation and tabulation works;

- Mr. Mehedi Masud, Evaluation Officer of BPATC and Research Associate of the project for helping in data compilation and tabulation works and performing arduous jobs in proof reading and giving efforts in correcting the language;

- Mr. Khondoker Abdul Mottaleb, Research Officer of BPATC and Research Associate of the project for helping in data compilation and tabulation works;

- Mr. Md. Golam Faruque, and Mr. Abul Hossain sparing some times in working as Research Associates of the project;

- Mr. Shah Alam Gazi, Mr. Sibbir Ahmed Usmani (Ministry of Establishment), Mr. Mosharraf Hossain Khan, Mr. Shahadat Hossain and Kazi Sabbir Ahmed for collecting data;

- Mr. Md. Elias Uddin and Mr. Md. Motiar Rahman of BPATC for providing necessary help in inserting data into table-proforma.

- And lastly, the organizers and discussants for their valuable comments during presentation of the report in a workshop, which helped a lot to improve it.

The Authors

PREFACE

"Gender issues", more specifically "the attitudes of Government officials towards gender issues" is a very neglected area of study in Bangladesh. *"The Assessment of Attitudes of Government Officials of Different Levels Towards Gender Issues"* is the first full-scale academic study in this area in Bangladesh. Many efforts were pooled together in writing the book. It had its genesis in a project on "Advocacy on Reproductive Health & Gender Issues Through the Training Institute of the Ministry of Establishment" under the auspices of United Nations Population Fund (UNFPA), Bangladesh and Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka.

The present book is divided into four chapters. Chapter-I deals with the introductory aspects of gender issues, including a very brief review of gender issues in the global context, the scenario of Bangladesh, conceptual framework, objectives, rationale and scopes and limitations of the study. Methodologies adopted have been presented in Chapter-II. Chapter-III has been designed to analyze the attitudes of the Government Officials towards gender issues. Recommendation and policy suggestions have been made in Chapter-IV on the basis of the outcomes of the analyses.

The authors have identified and listed a number of recommendations on the basis of the analysis of the study. The recommendations made have been divided into three approach-groups. These are : (a) recommendations to address the attitudinal problems of the Government officials themselves in regulating their life styles and practices; (b) recommendations

for generating positive approaches of the Government officials towards gender issues in formulating policies, plans and programmes; and (c) recommendations related to implementation of the Government policies, plans and programmes, where integration of mass people through motivation, counseling and conscientization processes has been suggested with due importance. The recommendations made may overlap each other approach-groups in some cases. Training of Government officials has been given importance to bring about appropriate attitudinal changes towards the issues concerned.

It is hopped that the book would be of immense help for researchers, policy planners, women activists & programme managers and experts in the area.

The Authors

TABLE OF CONTENTS

Sl. No.	Subject	Page No.
i.	Acknowledgement	i
ii.	Preface	iii
iii.	Table of Contents	v
iv.	List of Tables	viii
v.	List of Figures	xvi
vi.	Acronyms	xvii
vii.	Executive Summary	xviii
1.0	**CHAPTER-I : INTRODUCTION**	**1-16**
	1.1 The Scenario of Bangladesh	3
	1.2 The Conceptual Framework of the Study	9
	1.3 The Objectives of the Study	13
	1.4 Rationale of the Study	14
	1.5 Scopes and Limitations of the Study	15
2.0	**CHAPTER-II : METHODOLOGY OF THE STUDY**	**17-23**
	2.1 Reconnaissance Survey	17
	2.2 Preparation and Formulation of Questionnaire	17
	2.3 Sample Size, Sample Design and Sampling Procedure	18
	2.4 Methods of Data Collection	19
	2.5 Methods of Compilation and Tabulation	20
	2.6 Methods of Analysis	20
	2.7 Organization of the Report	23
3.0	**CHAPTER-III : ANALYSIS**	**24-64**
	3.1 Socio-Economic Background of the Respondents	26-30

Sl. No.	Subject	Page No.
	3.1.1 Social Characteristics of the Respondents	27
	3.1.2 Educational Status of the Respondents	28
	3.1.3 Respondents' Job-Levels & Experiences	30
3.2	Identification of the Major Aspects of Gender Issues	30
3.3	Assessment of Attitudes	32-46
	3.3.1 Discrimination on Birth Rights	32
	3.3.2 Food & Nutrition	34
	3.3.3 Access to Education	36
	3.3.4 Access to Health Care Facilities	42
	3.3.5 Access to Employment Opportunities	45
3.4	Attitudes Towards Gender Issues in Working Environment	46
3.5	Freedom of Decision Making	49
3.6	Participation in the Nation Building Activities	49
3.7	Political Participation	51
3.8	Heredity of Rights on Property	54
3.9	Attitudes Towards Generation Flow	56
3.10	Privilege & Empowerment	57
3.11	Reproductive Rights and Reproductive Health	61
3.12	Major Causes of Attitudinal Problems and Means of Eliminating/Addressing Them : The Respondents' Views	63

Sl. No.	Subject	Page No.
4.0	**CHAPTER-IV:RECOMMENDATION, POLICY SUGGESTIONS AND CONCLUSION**	**65-70**
4.1	Recommendation & Policy Suggestions	65
4.2	Conclusion	69
•	**Appendices**	**71-177**
	Appendix-1 : Tables	71-156
	Appendix-2 : Questionnaire	157-177
•	**Bibliography**	**178-182**

LIST OF TABLES

Table No.	Subject	Page No.
Table-1	Comparative HRD & Gender Disparity Indices of Selected Countries	71
Table-2	Age-Sex Distribution of Respondents	72
Table-3	Gender Distribution of Respondents by Their Level of Education	73
Table-4	Gender Distribution of Respondents by Their Length of Service	73
Table-5	Gender Distribution of Respondents by Their Age and Marital Status	74
Table-6	Gender Distribution of Respondents by Their Job-Level/Position and Level of Education	75
Table-7	Gender Distribution of Respondents by Their Job-Level/Position and Service Length	76
Table-8	Gender of Respondents and Job-Levels by Number and Nature of Manpower in Their Offices	77
Table-9	Frequency Distribution of Respondents by Gender and Whether They Consider the Identified Aspects as Gender Issues	78
Table-10	Spearman's Rank Correlation of Co-efficient for Checking Consistency of Views of the Respondents Regarding Aspects of Gender Issues	82

Table No.	Subject	Page No.
Table-11	Gender Distribution of Respondents by Their Opinions about Preferences of Male Baby Rather than Female Baby and the Strengths/Degree of their Opinions (If yes).	83
Table-12	Reasons Given by the Respondents Regarding Their Preferences of Male Baby Rather than Female Baby	84
Table-13	Frequency Distribution of the Respondents by Their Choice of Male or Female Baby in Case of One Child	86
Table-14	Gender Distribution of Respondents by Their Opinions Whether Male Needs More Food for Their Hard Working Nature than Female and the Strengths/Degree of their Opinions (If Yes)	87
Table-15	Gender Distribution of Respondents by Their Opinions Whether They Prefer Good Food for Male Baby Rather than Female Baby and the Strengths/Degree of their Opinions (If Yes).	88
Table-16	Reasons Given by the Respondents Regarding Their Preferences of More/Good Food for Male Baby Rather than Female Baby	89

Table No.	Subject	Page No.
Table-17	Gender Distribution of Respondents by Their Opinions Whether They Believe that Discrimination Between Male and Female Exists in the Society for Having Their Education and the Strengths/ Degree of their Opinions (If Yes).	90
Table-18	Gender Distribution of Respondents by Their Opinions About Whether They Believe in Equal Access to Education Irrespective of Male and Female and the Strengths/Degree of their Opinions (If Yes).	91
Table-19	Gender Distribution of Respondents by Their Opinions Whether They Prefer Male for Higher Education than Female and the Strengths/Degree of their Opinions (If Yes)	92
Table-20	Reasons Given by the Respondents Regarding Their Believes about the Education of Male and Female	93
Table-21	Gender Distribution of Respondents by the Educational Levels and Sex of Their Children	95
Table-22	Distribution of Respondents by the Remarks on Their Children's Education (Progress, Cares etc.) and Sex/Gender	97
Table-23	Distribution of Respondents by Whether They Believe that Female Are Doing Well in Education Than Their Male Counterparts	98

Table No.	Subject	Page No.
Table-24	Reasons Given by the Respondents by Their Believe/Opinions Whether Female Are Doing Well in Education Than Their Male Counterparts	99
Table-25	Gender Distribution of Respondents by Whether They Provide Special Support for Education of Their Male Children Rather than Female Children	103
Table-26	Reasons Given by the Respondents for Whether They Provide Special Support for Education of Their Male Children Rather than Female Children	104
Table-27	Gender Distribution of Respondents by Whether They Support that Female can do Well than Male in Some Special Areas of Education	105
Table-28	Reasons Given by the Respondents for Whether They Support that Female can do Well than Male in Some Special Areas of Education	106
Table-29	Gender Distribution of Respondents by Identified Special Areas of Education Suitable for Female	108
Table-30	Gender Distribution of Respondents by Their Opinions about Selected Educational Aspects and Gender-wise Strengths/Degree of their Opinions	112

Table No.	Subject	Page No.
Table-31	Spearman's Rank Correlation of Co-efficient for Checking Consistency of Views of the Respondents Regarding Some Selected Aspects of Education	114
Table-32	Gender Distribution of Respondents by Their Opinions about Selected Educational Aspects and Genderwise Strengths/Degree of their Opinions	115
Table-33	Gender Distribution of Respondents by Whether They Think that Females are Enjoying Less Privilege in Health Care Facilities than Male Both at Micro (Family) and Macro (National) Levels	117
Table-34	Gender Distribution of Respondents by Their Opinions about Preferences of Male Rather than Female for Providing Health Care Facilities in the Family and the Strengths/Degree of their Opinions (If yes)	118
Table-35	Reasons Given by the Respondents Regarding Their Preferences of Male Rather than Female for Providing Health Care Facilities in the Family	119
Table-36	Gender Distribution of Respondents by Their Opinions of Becoming More Anxious at Illness of Their Male Children Rather than Female Children and the Strengths/Degree of their Opinions	120

Table No.	Subject	Page No.
Table-37	Reasons Given by the Respondents of Becoming More Anxious at the Illness of Male Children Rather than Female Children	121
Table-38	Distribution of Respondents by Their Job level and Opinions about Preferences of Male Rather than Female on Different Employment Aspects and the Strengths/Degree of their Opinions	122
Table-39	Reasons Given by the Respondents by Their Opinions about Preferences of Male Rather than Female on Different Employment Aspects	125
Table-40	Gender Distribution of Respondents by their Job-level and Identified Major Areas of Employment Suitable for Female	127
Table-41	Gender Distribution of Respondents by Their Attitudes Towards Selected Gender Issues in Working Environment and Gender-wise Strengths/Degree of their Opinions	131
Table-42	Gender Distribution of Respondents by Their Opinions about Selected Aspects on the Freedom of Decision Making in Family Situation and Genderwise Strengths/Degree of their Opinions	135

Table No.	Subject	Page No.
Table-43	Gender Distribution of Respondents by Their Opinions about Selected Aspects on the Freedom of Decision Making in Working Area/Situation and Genderwise Strengths/Degree of their Opinions	137
Table-44	Gender Distribution of Respondents by Their Attitudes towards Selected Aspects of Nation Building Activities and Genderwise Strengths/Degree of their Opinions	139
Table-45	Gender Distribution of Respondents by Their Opinions about Selected Issues of Political Participation Both for Male and Female and Gender-wise Strengths/ Degree of their Opinions	140
Table-46	Gender Distribution of Respondents by Whether They Agree on the Existing Property Share for Male and Female in Our Legal Provision	144
Table-47	Reasons Given by the Respondents If They Don't Agree on the Existing Property Share for Male and Female in Our Legal Provision	145
Table-48	Gender Distribution of Respondents by Whom They Prefer for Maintaining Their Generation Flow	146
Table-49	Gender Distribution of Respondents by Whom They Think Physically Strong Are	147

Table No.	Subject	Page No.
Table-50	Gender Distribution of Respondents by Whether They Think That Women Are Less Privileged Section in Our Society	148
Table-51	Gender Distribution of Respondents by Their Job level and Opinions about Selected Causes of Women's Backwardness and Genderwise Strengths/Degree of their Opinions	149
Table-52	Gender Distribution of Respondents by Whether They Support Women's Empowerment in the Perspective of Women's Backwardness	151
Table-53	Gender Distribution of Respondents by Their Job Level and Opinions about Selected Issues in Favour of Women's Empowerment and Gender-wise Strengths/Degree of their Opinions	152
Table-54	Gender Distribution of Respondents by Their Opinions about Major Attitudinal Problems, Ways & Means for Eliminating Existing Discrepancies and Suggestions for Addressing Identified Attitudinal Problems of Gender Issues.	154
Table-55	Difference of Nutrition Intake Between Male and Female	156
Table-56	Number of General Seats won by Women and Reserved Seats for which Women were Nominated by the Majority Party 1973-1996	157

LIST OF FIGURES

Fig. No.	Subject	Page No.
Fig-1	Sample Design : Stratified Clusters of Respondents (in %)	18
Fig-2	Sample Size : Stratified Clusters of Respondents (actual numbers)	19
Fig-3	Age-Sex Distribution of Respondents	27
Fig-4	Gender Distribution of Respondents by Length of Service	28
Fig-5	Clusters of Gender with Educational Level	29
Fig-6	Clusters of Job-Position with Educational Level	29
Fig-7	Consistency of Responses amongst Different Levels & Genders	31
Fig-8	The Vicious Cycle of Malnutrition	35
Fig-9	Cluster of the Respondents by Gender and Job-Level with their Views about Existence of Gender Disparity in Education	38
Fig-10	Consistency of Responses between Male and Female	41
Fig-11	Strengths of the Repondents' Attitudes towards Some Selected Gender Issues in Working Environment	48

ACRONYMS

ACAD	=	Advanced Course on Administration and Development
BPATC	=	Bangladesh Public Administration Training Centre
BNP	=	Bangladesh Nationalist Party
CEDAW	=	Convention on the Elimination of All Forms of Discrimination Against Women
DWAN	=	Development Alternatives with Women for a New Era
Fig.	=	Figure
FTC	=	Foundation Training Course
HDI	=	Human Development Index
HPI	=	Human Poverty Index
HRD	=	Human Resource Development
Ind.	=	Indifferent
IT	=	Information Technology
GDI	=	Gender-related Development Index
GEM	=	Gender Empowerment Measures
NCWD	=	National Council for Women Development
NFS	=	Nairobi Forward Looking Strategies
NGO	=	Non-Government Organization
SSC	=	Senior Staff Course
UN	=	United Nations
UNCEDAW	=	United Nations Convention on the Elimination of All Forms of Discrimination Against Women
UNDP	=	United Nations Development Programme
UNFPA	=	United Nations Population Fund
UP	=	Union ***Parishad*** (Union Council)
US	=	United States
VGFP	=	Vulnerable Group Feeding Programme
WID	=	Women in Development

EXECUTIVE SUMMARY

The gender issues in Bangladesh are considered to be a chronic problem of our patriarchal society. Despite several positive interventions undertaken by the Government over the last three decades, the position of women in the society did not improve at a satisfactory level. Attitudinal changes towards mass women participation in development activities can play a vital role in this respect. A society that traditionally has organized itself around the needs of men is gradually waking up to new perspectives and new possibilities. But the realisation is dawning only slowly — and only in some pockets of the society. As yet, most women in Bangladesh suffer deep discrimination. From birth, through childhood, and beyond, women have had fewer rights and fewer opportunities. The evidences are innumerable and found everywhere. Women are less educated. Their economic contribution in the past has often gone unmeasured and unrecognized.

The issues of enhanced participation of women in the public employment matrix and recognition of their contribution to the economy are now burning issues. There has to be a social acceptance of women at work and a conscious effort towards fostering a conducive environment for them at the workplaces. These would trigger off a chain reaction of more women joining the workforce, making their presence strongly felt and eventually dictating terms in their own rights. However, the first step should come in the form of societal acceptance of the notion that women can work and excel in Government. Improvement of physical environment would automatically ensue once the psychological barriers are overcome.

NGOs are playing a vital role in ensuring women's participation in development activities. Their micro-credit programmes

(Grameen Bank Approach), conscientization efforts etc. provided a big breakthrough in this respect. Participation of women in the UP-election, Civil society movements, new literature on women's rights, new consciousness, institutional changes and development, employment of women in formal sector establishments (like garments industries), development of women's economic power etc. are some of the glaring examples to this end.

Despite all these achievements, the persisting attitudinal problems of our patriarchal society towards gender issues are the main causes of women's underdevelopment. Women enjoy much less opportunities in calorie intake, access to education, health care facilities, employment, freedom of decision making, heredity of property share etc. than those of men. We are yet to be ready, mentally and psychologically, to accept women's equal footing in work places. The chain reactions of all these make women underdeveloped; and the problems basically emanates from the attitudes of males.

Despite wide media coverage, increasing social consciousness, enactment of new and strict laws, several Government interventions, increasing civil society and NGO movements, violation against women is still in vogue in our society. Traditionally women in Bangladesh have to tolerate physical violence, mental tortures and sexual harassment, many of which we do not even come to know. Experience suggests that the very proverb — *the King rules the kingdom while the Queen rules the King* — is still prevalent in our upper class society and even in the middle and upper-middle class educated families. But this phenomenon is not told or propagated quite often. On the other hand, what Begum Rokeya dreamt in her *Naristhan* (the Women's State) provide a hidden picture of women's inner feelings towards male dominance in a patriarchal society.

Considering all these facets the present study has identified some specific aspects of universally accepted gender issues to look into for assessing the attitudes of Government officials towards them. A crosscheck survey method has been adopted to check veracity of their views. It was felt that anthropological study would have been better in this case, but it was not possible to conduct such study due to time constraints. Both the primary and secondary sources of information and data have been used for the study. The relevant published and unpublished documents have been consulted. A questionnaire survey method was used adopting a stratified random sampling procedure. The total sample size of the study is 473. The representative ratios of designed samples were approximately 8 : 4 : 1 in respect of Junior, Middle and Senior level officials. The analytical description has been made mostly according to the corresponding tables and statistical techniques and tests employed.

The report consists of four chapters. Chapter-I deals with the introductory aspects of gender issues, including a very brief review of gender issues in the global context, the scenario of Bangladesh, conceptual framework, objectives, rationale and scopes and limitations of the study. Methodologies adopted have been presented in Chapter-II. Chapter-III has been designed to analyze the attitudes of the respondents towards gender issues. Recommendation and policy suggestions have been made in Chapter-IV on the basis of the outcomes of the analyses.

The study reveals that females tend to get married earlier than the males. Late marriage is the trend of educated males in middle class society of Bangladesh. They have to start shouldering family burdens just after getting into the job and they do not want to increase the burden again by getting married early.

Amongst the government officers at the same level, women enjoys better privilege than their male counterparts in many respects. The study reveals that women are better educated than males. A considerable proportion of younger males got into government jobs just after completing the basic requirement of education i.e. graduation. The underlying facts behind this trend might be the economic pressure that forced them to get into the job quickly. The females enjoy a bit more freedom in this case to the end that they need not shoulder the family burden in most cases.

The study reveals that there were quite a large number of respondents (irrespective of male or female or job-levels i.e. junior, mid and senior) who do not consider the universally accepted aspects as gender issues. The study also reveals that irrespective of their job-levels and gender groups, there is a significant consistency in the responses given by the respondents.

Most of the respondents like to have male baby in case of one child. But when they were asked to say whether they prefer male rather than female baby, most of them simply avoided the question by responding as "no" or "indifferent". That means, they still prefer male baby — it is their basic attitude. But they do not like to say it directly. The reasons given by the respondents, behind such preference are mainly :

- males maintain the generation flow and uphold the family status;
- they take care of their parents during old age;
- they usually shoulder the family burden;
- they can provide social security to their parents and family; and
- they can freely move outside home.

Although generation flow is termed as a psychological issue, the main reasons behind gender preferences are very much social and economic. If females in our society were appropriately empowered to or could provide better social and economic security to their parents and families, the scenario of gender preference would have been quite different.

Statistics shows that the girl children in Bangladesh suffer from consistent deprivation of nutrition. Girls under-5 and 5-14 years of age usually consume 16% and 11% less calories than those of the boys respectively. It is not only a condition prevalent among the young girls; women in Bangladesh also suffer from malnutrition for various socio-economic reasons. They eat last and less, although they have the majority share in family food production. Less than one-third of the total respondents think that male needs more food for their hard working than female. The female respondents mainly believe that it is not the gender but the nature of job that determines who needs good food. On the other hand, the male believers have figured out the following reasons behind their views :

- It is the reality, the natural requirement or social practice.
- Males usually take up arduous jobs and shoulder the family burdens.
- Males work harder and they are physically bigger.

It is clear from the above mentioned reasons that those believers do not really recognize women's contributions to the family and they still hold on to their social mal-practices and superstitions. They may lack proper nutritional education.

Most of the respondents firmly believe that gender discrimination in access to education strongly exists in our society. The proportion of respondents with such belief

increases with the correspondingly higher level jobs. Most of the respondents also strongly believe that there should be equal access to education irrespective of gender. Again, most of the respondents do not have any preference for male in getting higher education. This attitude is highly prevalent among the female respondents. The respondents, who prefer males for higher education are mainly males. The study indicates that the respondents are more inclined to provide house-tutoring facilities to their female children. Less than fifty per cent of the male and more than two-third of the female respondents think that female are doing well in education than their male counterparts.

The study reveals that the senior government officials strongly believe in better performance of the females in some special areas of education. They think that because of their cool brain, devotion, attentiveness, sincerity, patience, discipline etc. female can do well in some special areas of education like teaching, medicine, computer science, honours based university education, nursing, home economics, social science/welfare, art/culture/music etc..

Both the male and female respondents agreed to the fact that males are more meritorious and intelligent than females and females have more learning power, patience and discipline than males. On the other hand, male respondents have been found attitudinally more responsive and liberal to their female counterparts whereas the females are not.

Most of the respondents, irrespective of gender and job-levels, feel that females are enjoying less health care facilities than males both at micro (family) and macro (national) levels. But there were a very few respondents, mainly males, who had strong gender preference for providing health care facilities. Their opinions indicate that they maintain a very old and

traditional value systems in their family. Virtually this type of people work as a strong hindrance to bring about changes in gender situations.

Most of the respondents believe that there should not be any preference for male in access to employment opportunities and females also should not be given any special privilege. They believe that access to employment opportunities should be on the basis of merit. The most important areas of employment as identified by the respondents suitable for females were physician, teacher, nurse, day care services, secretarial jobs, computer personnel, telephone operator, banker, researcher and administrator. Interestingly, most of the female respondents also agreed to such identification.

Males have been viewed as more capable in workplace in terms of their organizing and leadership capacity, control, coordination, decision making, guidance, motivation, supervision, communication, financial management, professional skills, quality and speed of works, capacity of expression, punctuality, responsibility, accountability, power of judgement, personality, cooperation, awareness and team works whereas women have been viewed as more honest, disciplined and dependable. The study also found significant consistency among the views of different gender and job groups.

Statistics indicate that men enjoy much more freedom in the case of decision making in every sphere of life than those of women. The male respondents have been found very conservative to allow females to choose their life partners. Their level of confidence on decisions of their junior female members of the family is very low. On the other hand, female respondents have been found very much dependent on males and they allow much more freedom to male members than those of their female members. The males have also been found enjoying much more

freedom in decision making in their job-situations than those of their female counterparts. Even the female respondents find more confidence on male's decisions than those of the females.

The study indicates that there is a persistent gender disparity in the society for greater participation of women in development and nation building activities. Women are also not, at this moment, confident enough to overcome the situation. The respondents have been found a bit conservative in allowing their own family members to participate in political activities. There is a silently growing fear among people about power politics and political processes and activities where women may not find themselves fit or comfortable. Terrorism and foul games in politics might have contributed a lot to develop such fears among people.

Most of the respondents of the present study think that the existing legal provision of property shares for males and females is quite all right.

Most of the respondents at junior and mid levels do not have any gender preference for maintaining their generation flow i.e. both the genders can play this role. The senior level respondents rigidly preferred male children for their generation flow.

Almost all the respondents believe that males are physically stronger than females. Even all the female respondents have the same kind of belief. In fact, discrimination in entitlements, power and authority originates from this type of attitude. All the female respondents believe that women are a less privileged section of our society. Most of the male respondents also think so. According to the respondents, illiteracy, socio-cultural values, poverty, religious belief and feelings etc are the most important causes of women's backwardness in the society. Most

of the respondents support women's empowerment for eliminating gender disparity.

Lack of proper education has been identified as the most important cause of creating attitudinal problem towards gender issues. The respondents have identified religious superstitions, customs, social practices, lack of awareness and social structure as other important causes. The respondents think that developing social awareness, proper education or increased literacy rate, women's empowerment through allowance to choose their career freely etc. would be the most important means to eliminate gender discrepancies. They suggested that proper education, increasing educational facilities for women, ensuring equal rights of women in all spheres of life, legal support by the state, empowerment of women, bringing changes in outlook through motivation would be the most effective ways to address different attitudinal problems.

Bangladesh has experienced noticeable attitudinal changes towards gender issues. But the problems in this respect are still knotty. The Government officials are considered to be the key agents of social changes. They can play a vital role in eliminating the prevalent gender disparity in our society. By looking into their attitudes towards gender issues, the present study has identified three strategic approaches which need to be followed for playing such roles by the Government officials. They are as follows :

(a) The attitudes of many of the Government officials towards some specific aspects of gender issues are not favourable to gender parity. Training curriculum for the Government officials should incorporate such gender issues to inculcate attitudinal changes among them.

(b) Some gender issues need to be addressed at policy level. The Government officials, specially at the senior level, play a key role in policy making processes. Their attitudinal changes towards such issues will contribute a lot to eliminate gender disparity. Training curriculum for the Government officials should incorporate such policy aspects related to gender issues to augment their attitudinal changes.

(c) As implementers of the Government policies, plans and programmes, the Government officials can play a vital role in eliminating the prevalent gender disparity through inculcating attitudinal changes of the people in the society. Training curriculum for the Government officials should incorporate such gender issues which will sharpen their knowledge base and develop their expertise on motivation, counseling and advocacy.

There is a need for undertaking effective motivation and conscientization strategies by owning the problems at all levels, in the family, community, society and nation. The Government officials of different levels should undergo such training that they can understand all these problems appropriately and take gender-friendly steps towards various gender issues.

CHAPTER - I

1.0 Introduction

The practitioners have realised after decade-long development efforts that enhancing women's participation in development is essential not only for achieving social justice but also for reducing poverty. Analysing world-wide experiences a World Bank policy paper titled "Enhancing Women's Participation in Economic Development" argued that supporting a stronger role for women contributes to economic growth, improves child survival and overall family health, reduces fertility, thus helping to slow population growth rates[1]. Despite these known returns, women still face many barriers in contributing to and benefiting from development. The barriers begin with comparatively low investment in female education and health, continue with restricted access to services and assets, and are made worse by legal and regulatory constraints on women's opportunities. As a result, the progress in development over the last few decades has not been translated into proportional gains for women[2]. Despite considerable lip service, the political will and attitudinal development in the society to bring about more equitable and sustainable development, especially gender equity has been sorely lacking[3].

---

[1] The World Bank (1994). : *Enhancing Women's Participation in Economic Development.* A World Bank Policy Paper, Washington D. C., p. 7.

[2] ibid, p. 10.

[3] Sen, Gita et. al. Ed. (1994). : *Population Policies Reconsidered : Health, Empowerment and Rights.* Harvard Series on Population and International Health, HCPDS & IWHC, New York, p. 28.

Experience suggests that women produce half the food in some parts of the developing world, bear most of the responsibilities for household food security, and make up a quarter of work force in industry and a third in services. In addition to income-generating activities, women's household activities include caring for the sick, house maintenance, and such vital works as caring for children, preparing food and fetching firewood and water. Yet, because of women's more limited access to education and other opportunities, their productivity relative to their potentials remains low.

The issues of enhanced participation of women in the public employment matrix and recognition of their contribution to the economy are now burning issues. Empowerment connotes economic self-reliance and social emancipation of women. There has to be a social acceptance of women at work and a conscious effort towards fostering a conducive environment for them at the workplaces. These would trigger off a chain reaction of more women joining the workforce, making their presence strongly felt and eventually dictating terms in their own rights. However, the prevailing gender ratio in public employment is dismal to say the least. Basically poor participation of women in public service is indicative of a societal apathy, to the very notion of women at work. The prevailing system speaks of a rather condescending attitude on the part of the Government, a non-acceptance of the fact that women can hold key positions by their own rights. While dispelling misgivings of patronisation, it would inspire competitiveness in women to move forward and do better than their male counterparts. In this direction, however, the first step should come in the form of societal acceptance of the notion that women can work and excel in Government. Improvement of physical environment would automatically ensue once the psychological barriers are overcome.

1.1 The scenario of Bangladesh

The scenario of Bangladesh concerning gender issue is rather worse than what has been depicted earlier. Despite several positive interventions undertaken by the Government over the last three decades, the position of women in the society did not improve at a satisfactory level. Attitudinal changes towards mass women participation in development activities can play a vital role in this respect. A society that traditionally has organised itself around the needs of men is gradually waking up to new perspectives and new possibilities. But the realisation is dawning only slowly — and only in some pockets of society. Most women in Bangladesh still suffer deep discrimination. From birth, through childhood, and beyond, women enjoy fewer rights and fewer opportunities. The evidences are innumerable and found everywhere. Women are less educated. Their economic contribution in the past has often gone unmeasured and unrecognised[4]. The in-built biological advantage of girls is soon outweighed by social discrimination. The low status of women is deeply embedded in a traditional society that has valued girls much less than boys. Parents view a girl child as a temporary guest who will leave the household at marriage and cost a dowry. But even after marriage woman carries her low status into her new household[5].

The traditional subservient position of women is also enshrined in Bangladeshi law. The Constitution grants equal rights to

---

[4] Mian, Md. Moazzem Hossain & Imam, Kazi Hasan (1994). : Basic Services for Children and Women Development (CWD) in Urban Areas of Bangladesh. A research mimeo, Bangladesh Public Administration Training Centre, Savar, Dhaka, p. 2.

[5] Monsoor, Taslima (1999). : *From Patriarchy to Gender Equity : Family Law and its Impact on Women in Bangladesh*. The University Press Limited, Dhaka, p. 32.

women, yet incorporates elements of positive discrimination [Article 65(3)]. Under Article 10, one of the fundamental principles of the State policy states — *Steps shall be taken to ensure participation of women in all spheres of national life* — which shows that women's rights were not at par with those of men so far and that some efforts were made by the Constitution to tackle this disparity[6]. The problem of lack of participation of women emanates from religious laws, socio-cultural practices, illiteracy, religious superstitions etc. which govern the lives of the people.

Despite historical reasons and persisting discrimination against women, the situation is improving. Many of the gaps are slowly narrowing. Some of the changes reflect broader movements in the society. NGOs are playing a vital role in ensuring women's participation in development activities. Their micro-credit programmes (Grameen Bank Approach), conscentization efforts etc. provided a big breakthrough in this respect. Participation of women in the UP-election, Civil society movements, new literature on women's rights, new consciousness, institutional changes and development, employment of women in formal sector establishments (like garments industries), development of women's economic power etc. are some of the glaring examples to this end. Moreover, recruitment of female in the Army Cadet Core is considered to be a big breakthrough in gender equity[7]. After the Beijing Declaration in 1995 and subsequent Institutional Review Studies, a National Action Plan has been chalked out with the following goals :

---

[6] ibid, p. 126.

[7] Halder, Nilratan. : "Women in the Army : A Big Breakthrough in Gender Equity". Observer Magazine, Friday, July 28, 2000, Dhaka, 2000, pp. 2.3.

a. To make women's development an integral part of the national development programme;

b. To establish women as equal partners in development with equal roles in policy and decision making in the family, community and nation at large;

c. To remove legal, economic, political or cultural barriers that prevent the exercise of equal rights by undertaking policy reforms and strong affirmative actions; and

d. To rise/create public awareness about women's different needs, interests and priorities and increase commitment to bring about improvements in women's positions and conditions.

The National Policy for the Advancement of Women, which was declared on March 8, 1997 also included the following goals to achieve :

a. Establish equality between men and women in all spheres;

b. Eliminate all forms of discrimination against women and girls;

c. Establish women human rights;

d. Develop women as human resource;

e. Recognise women's contribution in social and economic spheres;

f. Eliminate poverty among women;

g. Establish equality between men and women in administration, politics, education, games, sports and all other socio-economic spheres;

h. Eliminate all forms of oppression against women and girls;

i. Ensure empowerment of women in the fields of politics, administration and economy;

j. Develop appropriate technology for women;

k. Ensure adequate health and shelter to women;

l. Provide housing and shelter to women;

m. Create positive images of women in the media; and

n. Take special measures for women, especially in disadvantaged situations.

The Fifth Five Year Plan (1997-2002) set out 24 objectives for the development of women[8]. The attainment of these objectives requires a conscious pursuit of a redistributive gender orientation to the broad strategies adopted by the Plan. The strategies proposed for the attainment of the goals and objectives set out in the Fifth Five Year Plan are to target benefits to women in poverty reduction and public expenditure programmes; creation of opportunities for women in public employment; support for women's education and health; protection of women's legal rights and promotion of security for women; support services for women's employment; strengthening institutional infrastructure for women's

[8] The Government of the People's Republic of Bangladesh (1998). : *The Fifth Five Year Plan 1997-2002*. Planning Commission, Ministry of Planning, Dhaka, pp. 167-68.

development; and the development of a good research and database. In comparison to the previous one, allocation for the women and children affairs sector has been significantly enhanced (from Tk, 45 crores to Tk. 336 crores) in the Fifth Five Year Plan.

The significant achievements so far made in the field of gender issues are as follows :

a. Several laws have been enacted to protect the rights of women;

b. Micro-credit programmes have been introduced in a comprehensive scale to deal with poverty alleviation;

c. Women and Child Repression Act, 2000 has been passed for effective handling of violence against women;

d. A multi-sectoral project for the prevention of violence against women and another for prevention of child trafficking have been finalised and approved;

e. The Government has withdrawn reservations from Article 13(1) and 16(1)f of CEDAW to women's rights;

f. The Government has provided for the direct election of the female members of *Union Parishad* to increase participation of women in politics and decision making;

g. A well-linked organisational structure has been established from the national level down to *Upazila* in order to strengthen institutional mechanism and ensure effective co-ordination in the implementation of activities for women's development;

h. Various women organisations, NGOs, private woman activists, different Government organisations, UN agencies and other international agencies have come forward with their own programmes to address gender issues in Bangladesh;

i. Women have been given special preference and priority by providing stipend for female education;

j. Formation of NCWD — National Council for Women Development headed by the Hon'ble Prime Minister;

k. Provisions of support services — Hostel Facilities for Working Women, Day Care Centre, Shelter for Oppressed Women and Legal Aid Cell etc.

l. The National Action Plan for combating women's problems by different Ministries in their concerned areas has been formulated;

m. The Ministry of Children and Women Affairs has identified as many as 44 focal points, which have been placed before CEDAW Committee and highly appreciated by UN General Assembly.

n. The PLAGE (Policy Leadership Advocacy and Gender Equality) project is under implementation, which has been working as the secretariat of the NCW.

o. GO-NGO collaboration has come into being in a new shape, where NGOs are playing partnership (complementary and supplementary) roles in WID activities of the Government.

p. The National Nutrition Project will be of immense help to improve women's position and condition in the society; and

q. Dhaka University has set up a "Department of Women Studies" and has been giving BBS (Hons.) and MSS degrees.

Despite all these achievements, the persisting attitudinal problems of our patriarchal society towards gender issues are the main causes of women's underdevelopment. Women enjoy much less opportunities in calorie intake, access to education, health care facilities, employment, freedom of decision making, heredity of property share etc. than those of men. We are yet to be ready, mentally and psychologically, to accept women's equal footing in work places. The chain reactions of all these keep women underdeveloped. And the problems basically emanates from the attitudes of males.

1.2 The Conceptual Framework of the Study

Assessment of attitudes towards gender issues is a very critical and sensitive area of study in a patriarchal society like Bangladesh. Females are often picturized as an unprivileged, deprived, rightless, powerless and neglected group of human beings in the society[9]. There are also some opposite views and arguments from some quarters. But time demands that gender perspective be incorporated into development approach as a whole and human development arena in particular[10].

---

[9] Centre on Integrated Rural Development for Asia and the Pacific (1998). : *Towards Gender Equity : Poverty, Rights and Participation.* CIRDAP, Dhaka, pp. 1-2.

[10] Rahman, Shaheen (1998). : *About Gender and Development.* Steps Towards Development, Dhaka, p. 10.

Employment opportunities are considered as one of the most important keys to gender empowerment. As of today, public sector establishments offer the largest portion of employment opportunities in the country. Besides, the Government officials at different levels often work as a vital catalyst of any form of social changes in our country. They are the planners and implementers of policies and programmes formulated and undertaken by the Government. Therefore, their attitudes towards gender issues are very important to bring about any change to this end in the society.

Attitude of human being is a very complex and dynamic phenomenon. Quantitative assessment of attitudes towards gender issues is rather more complex. There is no single parameter by which it can be measured. During mid '90s UNDP introduced a number of indices like Gender-related Development Index (GDI), Gender Empowerment Measure (GEM) etc. for better understanding of the human development issues[11]. In fact, GDI and GEM are composite measures reflecting gender inequalities in human development. The GDI measures achievements in the same dimensions by using the same variables as the Human Development Index (HDI) does, additionally, it takes into account of inequality in achievements between men and women. The GEM measures gender inequality in economic and political opportunities[12].

The GDI and GEM are, of course, two powerful indices or tools to look into gender inequalities. But gender inequalities depend upon many socio-economic, cultural and political factors which

---

[11] UNDP. : *Human Development Report 2000.* Oxford University Press, New York, 2000, p. 147.

[12] ibid.

may have nothing to do with attitudinal issues. Therefore, GDI and GEM can not necessarily reflect the extent of gender inequalities that emanates from attitudinal problems or from other socio-economic, cultural and political factors. Although discriminative attitudes towards gender issues create gender inequalities, only GDI and GEM can not assess them. For example, gender discriminated feticide is an attitudinal problem towards gender issues, even if abortion is legal in a society[13]. But abortion without knowing the gender is not that, even if the action accounts for maximum number of females or males. The GDI or GEM can not differentiate the situations like these. Opinion survey to look into the generic behavioural patterns of the people under study can be considered as an effective tool to overcome this problem. In this case the generosity and sincerity of respondents may not remain out of question. Again, the present study encompassed a very specific group of people — *the Government officials of different levels* — who are considered to be well off and were very conscious about their opinions. They tend to be very rational in giving opinions which might not have reflected what they practised in their real life. So difficulties arose in this case to find out their real attitudinal problems. Adoptions of a cross check survey method was conducted to be effective in this context.

Despite wide media coverage, increased social consciousness, enactment of new and strict laws, several Government interventions, increased civil society and NGO movements, violation against women is still in vogue in our society. Traditionally women in Bangladesh have to tolerate physical violence, mental tortures and sexual harassment, many of which we do not even come to know[14]. The case for the specific group

---

[13] Rahman, Shaheen (1998). : *About Gender and Development*. Steps Towards Development, Dhaka, p. 41.

[14] Ibid, pp. 37-38.

of people under study may be cosidered different. To come up with the real picture, one has to look into both sides of the coin. For example, experience suggests that the very proverb — *the King rules the kingdom while the Queen rules the King* — is still prevalent in our upper class society and even in the middle and upper-middle class educated families. But this phenomenon is not told or propagated quite often. On the other hand, what Begum Rokeya dreamt in her *Naristhan*[15] (the Women's State) provide a hidden picture of women's inner feelings towards male dominance in a patriarchal society.

Considering all these facets the present study has identified the following aspects to assess the attitudes of Government officials towards gender issues :

a. Birth rights;

b. Food and nutrition;

c. Access to education;

d. Access to health care facilities;

e. Access to employment opportunities;

f. Attitudes towards gender issues in the working environment;

g. Freedom of decision making;

h. Participation in the nation building activities;

---

[15] The main intention as picturized in *Naristhan* is to make the males understand how would have been their feelings if they were in an opposite situation as the females are in the patriarchal society and if they were treated alike how they do it to their female counterparts.

i. Political participation;

j. Heredity of rights on property;

k. Attitudes towards generation flow;

l. Privilege & empowerment; and

m. Reproductive rights & reproductive health.

One eminent discussant during presentation of this paper in a workshop suggested that (a) marriage registration and (b) rights of women for divorce should have been on the above list. These aspects can be incorporated in the list, if there is further study on the issue. However, the study also attempted to identify the means of eliminating gender disparities and put forward suggestions for addressing the identified gender problems.

1.3 The Objectives of the Study

The main objective of the study was "to assess the attitudes of Government officials of different levels towards gender issues". The attitudes of a person towards gender issues depend upon a good number of socio-economic, cultural and political factors. One's background i.e. family, culture, level of education, socio-economic and cultural environment, religious affiliation etc. play vital roles in shaping one's attitudes towards gender issues. Therefore, assessment of attitudes is not an easy task. However, the specific objectives of the study were as follows :

a. To identify the major aspects of gender issues;

b. To assess the attitudes of Government officials of different levels towards different gender issues like birth rights, food and nutrition, access to education, health care facilities, employment opportunities, environment

in work places, freedom of decision making, participation in development activities, hereditary of rights on property, generation flow, privilege & empowerment, reproductive rights and reproductive health etc.;

c. To review and analyse the reasons behind the attitudes of the Government officials; and

d. To provide policy suggestions in addressing the attitudinal problems towards gender issues and their improvement.

1.4 Rationale of the Study

Bangladesh Public Administration Training Centre (BPATC) is entrusted with the responsibility of imparting training to Government officials of all level. All the career development courses conducted by the centre include modules and topics on gender issues[16]. The centre also conducts some special seminars and workshops on gender issues. Therefore, the outcome of the study can be directly used as training inputs. The study will also serve the purpose of identifying training needs of the Government officials of different levels on gender issues. Experience suggests that development goals can not be achieved by keeping half of the country's total population aloof from development initiatives. But ensuring mass participation of women in development is not an easy task. The existing socio-cultural practices, religious superstitions, mass illiteracy etc. strongly stand against these initiatives. The Government officials of different levels can play a vital role in eliminating

[16] Modules with several topics have been incorporated in the curriculum of FTC, ACAD and SSC of BPATC. Some short courses also include topic(s) on gender issues.

these barriers which will, in turn, help improve the situation very rapidly. The study intends to find out the attitudinal problems of Government officials of different levels towards gender issues and provide suggestions for policy makers based on scientific analysis.

1.5 Scopes and Limitations of the Study

It is true that the existing socio-cultural practices in the country are the main factors for all sorts of discriminations against women. So the attitudinal problems towards gender issues lie deep in the society[17]. The group of people under study i.e. the Government officials, is a very small part of the whole society. Their views do not necessarily reflect the overall views of the society. The present study has included Government officers of different levels only. Psychological study suggests that they tend to be very rational in providing opinions on any issue. A crosscheck survey method has been adopted to check veracity of their views. It was felt that anthropological study would have been better in this case, but it was not possible to conduct such study due to time constraints.

The Government officials of different levels are the key persons who, play a very crucial role in eliminating all sorts of discriminations against women. The study has incorporated views of both the male and female Government officials towards gender issues so that their attitudinal problems could be identified and depicted rightly. The study also suggested ways and means for bringing about attitudinal changes of the Government officials so that they could undertake increased initiatives to elicit women's participation in development initiatives, eliminate discrepancies and discriminations against

---

[17] Monsoor, Taslima (1999). : *From Patriarchy to Gender Equity : Family Law and its Impact on Women in Bangladesh.* The University Press Limited, Dhaka, p. 2.

women in the society and accelerate Government efforts concerning gender issues. The study may be very helpful for researchers, policy makers and the action programme managers of the relevant fields during implementation of plans or programmes.

CHAPTER - II

2.0 Methodology of the Study

Both primary and secondary information and data have been used for the study. Relevant published and unpublished documents have been consulted. A questionnaire survey method was used adopting a stratified random sampling procedure. In order to prepare the questionnaire a pilot survey was conducted with the help of a preliminary questionnaire. The questionnaire was finalized on the basis of the feedbacks from the pilot survey.

2.1 Reconnaissance Survey

The main focus of the study is to assess the attitudes of the government officials of different levels towards gender issues. Only class-I government officers have been included in the study. Before starting the detailed survey, a preliminary questionnaire was developed and a pilot survey was conducted with the help of the preliminary questionnaire to gather data in line with the purpose of the study. The questionnaire was finalized only after incorporating feedbacks from the pilot survey.

2.2 Preparation and Formulation of Questionnaire

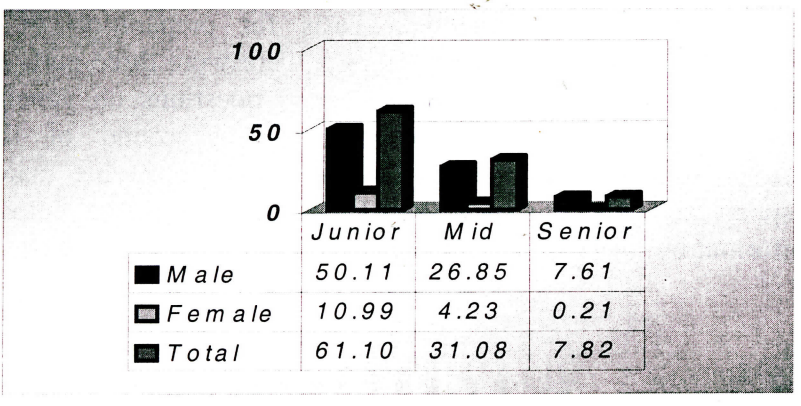
The pilot survey provided a basis for preparation of a comprehensive questionnaire. In fact, there were three parts of the final questionnaire. Part-I included questions on general information including socio-economic background of the respondents. Part-II included questions for identifying major aspects of gender issues. Part-III was designed to collect information related to attitudes of the respondents towards

different gender issues. Both open-ended and close-ended questions were formulated to collect views of the respondents. Some questions were also designed to assess the strength of their views.

2.3 Sample Size, Sample Design and Sampling Procedure

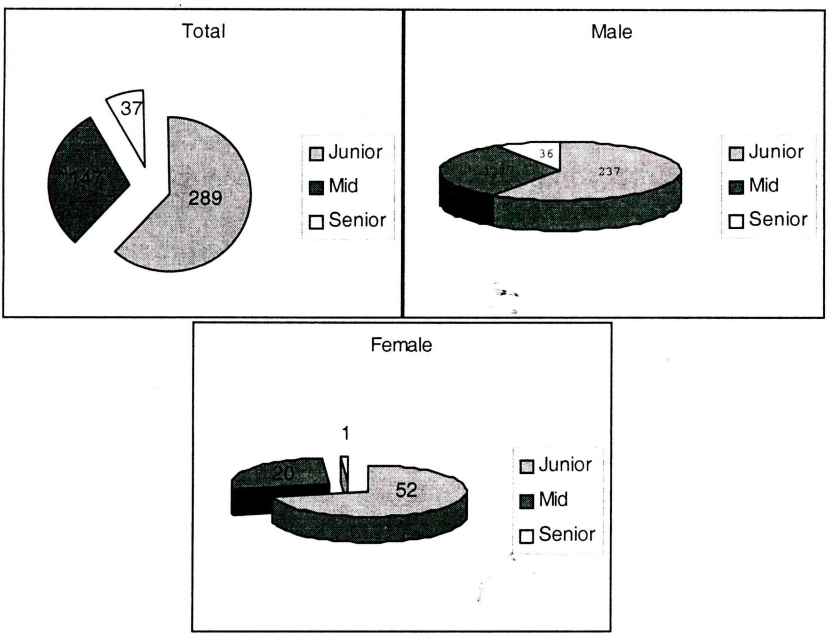
The total sample size of the study was 473. A stratified random sampling technique was adopted to select the samples of the study. First of all, stratification was made on the basis of job-levels — junior, mid and senior — of the respondents. It may be mentioned here that the entry level class-I officers have been termed as junior, Senior Assistant Secretary to Deputy Secretary level officers as mid-level and Joint Secretary & above as senior level officers. For minimizing the sample size and proper handling the second class officers and other staff were not included in the study The samples were further stratified into gender groups i.e. males and females (Fig-1 & 2). Thereafter, a purposive random sampling procedure was followed to collect data from the target group. The samples were collected in such a way that they could represent their corresponding stratified sample groups. The representative ratios of designed samples were approximately 8 : 4 : 1 in respect of Junior, Mid and Senior level officials.

Fig-1 : Sample Design : Stratified Clusters of Respondents (in %)



	Junior	Mid	Senior
Male	50.11	26.85	7.61
Female	10.99	4.23	0.21
Total	61.10	31.08	7.82

Fig-2 : Sample Size : Stratified Clusters of Respondents (actual numbers)



2.4 Methods of Data Collection

The researchers themselves collected the secondary data by consulting available relevant published and unpublished documents. A number of data collectors were recruited to collect primary data through questionnaire survey. They underwent requisite training, briefing and discussions for conducting the survey effectively. The data collectors took interviews of the respondents personally. In some cases, questionnaire were supplied to the concerned respondents, they filled them in and returned the same either to the researchers or to the data collectors. There was continuous supervision during field survey. Data collectors also consulted the researchers when problems arose.

2.5 Methods of Compilation and Tabulation

After completion of field survey, all the filled in questionnaires were sorted out in accordance with their stratum. Responses in the filled in questionnaire were checked. Questionnaires with irrelevant responses were rejected. A dummy table plan was prepared before completion of the questionnaire survey. The tabulation proforma was finalized after collecting the primary data. Then the data were compiled and tabulated in accordance with the analytical aspects set out in the conceptual framework of the study.

2.6 Methods of Analysis

The study has used both simple and cross-tabulation for its analyses. Graphical representations like bar diagrams, pie charts, line graphs and other statistical techniques, such as corresponding weighing methods to responses with ranks were employed for analyzing and interpreting data. The analytical description has been made mostly according to the corresponding tables and statistical techniques and tests employed.

The process of weighing system of ranked responses was as follows :

Ranks of the Responses	Corresponding Assigned Weights
1	1
2	2
3	3
4	4
5	5
6	6

The sum of weighted value of each individual parameter was then calculated with the following formula :

$$S = \Sigma[\ (n_1 \times 1), (n_2 \times 2), (n_3 \times 3), (n_4 \times 4), (n_5 \times 5), (n_6 \times 6)\ ]$$

... . [Formula-1]

Where, S = Sum of weighted rank value of a certain parameter;
n = Number of responses;
n_1 = Number of responses against certain parameter with rank 1;
n_2 = Number of responses against certain parameter with rank 2;
n_3 = Number of responses against certain parameter with rank 3;
n_4 = Number of responses against certain parameter with rank 4;
n_5 = Number of responses against certain parameter with rank 5;
n_6 = Number of responses against certain parameter with rank 6;

and 1, 2, 3, 4, 5 and 6 are the corresponding weight values assigned for Rank 1, Rank 2, Rank 3, Rank 4, Rank 5 and Rank 6 respectively.

Finally, considering the weighted values (with highest rank) of all the responses for a particular parameter as hundred percent, percentage-wise weights/strengths of each parameter was calculated with the help of the following formula :

$$\text{Stn.} = \frac{S}{N \times r_n} \times 100 \quad \text{... ... ...} \quad \textbf{[Formula-2]}$$

Where, Stn. = Strength or Degree (in %) of opinion of a certain parameter;

S = Sum of weighted rank value of a certain parameter;

N = Total number of responses against a certain parameter;

r_n = The highest possible rank value/weightage for a certain parameter;

It is important to note that the foregoing statistical procedures were performed to convert ordinal data into more quantifiable form so that the respondents' views on different gender issues can be depicted more effectively.

Spearman's Rank Correlation of Co-efficient i.e.

$$r_s = 1 - \frac{6 \sum d^2}{n^3 - n} \quad \ldots \ldots \ldots \ldots \ldots \ldots \quad \textbf{[Formula-3].}$$

has been employed applying permutation-combination methods among the respondents of different levels for checking consistency of their views towards different gender issues to draw statistical inferences.

Here, r_s = Spearman's Rank Correlation of Coefficient
d = Differences in rank of paired values
n = Number of pairs

Therefore, the hypothesis, where r_s is used would be as follows :

1. Null Hypothesis (H_o) : There is no significant consistency amongst the views of the respondents of different job-levels or different gender groups.

2. Alternative Hypothesis (H_1) : There is a significant consistency amongst the views of the respondents of different job-levels or different gender groups.

2.7 Organization of the Report

The report consists of four chapters. Chapter-I deals with the introductory aspects of gender issues, including a very brief review of gender issues in the global context, the scenario of Bangladesh, conceptual framework, objectives, rationale and scopes and limitations of the study. Methodologies adopted have been presented in Chapter-II. Chapter-III has been designed to analyze the attitudes of the respondents towards gender issues. These include the socio-economic background of the respondents, identification of major aspects of gender issues, assessment of the respondents' attitudes towards birth rights, food & nutrition, access to education, health care, employment opportunities, working environment, freedom of decision making, participation in nation building activities, political participation, heredity of property share, empowerment, expected means of generation flow, legal system etc. in light of gender perspectives. Identification of major attitudinal problems, means of eliminating them and suggestions of the respondents for addressing the identified attitudinal problems etc. have also been included in this chapter. Recommendation and policy suggestions have been made in Chapter-IV on the basis of the outcomes of the analyses. Lastly, concluding remarks have also been made in this chapter.

CHAPTER - III

3.0 Analysis

UNDP considers gender equality in all spheres of life as a pre-condition for sustainable human development. It suggests that the best way to achieve this is to decentralize decision making and allow equal participation for both men and women in planning and implementing programmes that affect their life[18]. These include a wide range of activities — from day to day household activities to nation building ones. Statistics shows that gender discrimination is prevalent everywhere — in family, community, society and nation. Women's social, political, legal and economical status have changed very little throughout the history for the majority of the World's population. Except for surface differences in manner and style, the basic arrangements for division of labour and power between men and women have been the same all over the World. A World Bank study indicates that an woman's rights over major decisions about her children's future, place of residence, marriage, inheritance, employment and the like continued to remain insignificant in many parts of the world throughout most of human history[19]. An interactive action research conducted recently in the USA reveals that men's over identification with work and occupation as a source of self-esteem feeds gender inequality just as the

---

[18] UNDP (1996). : *Overview* : UNDP's 1996 Report on Human Development in Bangladesh — A Pro-Poor Agenda, Orchid Printers, Dhaka, p. 27.

[19] Afkhami, Mahnaz (1999). : A Vision of Gender in Culture. In : Serageldin, Ismail and Martin-Brown, John (ed.). : *Culture in Sustainable Development : Investing in Culture and Natural Endowments*, The World Bank, Washington D. C., pp. 47-48.

presumption that women alone are responsible for family[20]. The deeply held, but not often expressed, belief that society works best when women stay at home and men go to work creates real problems for people who step out of ascribed gender roles. This indicates that there are sharp and profound attitudinal problems towards gender issues.

What Singh[21] depicted "development is the best contraceptive" or "contraceptive is the best development" can be similarly explained by analyzing the relationships between "human development" and "attitudinal development towards gender issues"[22]. Human development acts like a "contraceptive" against gender discrimination. In other words, gender equity accelerates human development. It does not necessarily mean that the countries with high human development do not experience gender disparity. Of course they have it, but the extent and dimensions of the disparity are very different from the countries with medium and low human development [Table-1].

Although the HRD indices do not directly reflect the extent of attitudinal problems towards gender issues, the statistics in

---

[20] Bailyn, Lotte et. al. (2000). : Moving Corporations in the United States Towards Gender Equity — A Cautionary Tale. In : Haas, Linda L. et. al. ed. : *Organizational Changes and Gender Equity : International Perspectives on Fathers and Mothers at the Workplace*, Sage Publication, Inc., London, New Delhi, pp. 167-179.

[21] Singh, Karan (1992). : Population, the Forgotten Factors. In : *The Indian Journal of Public Administration*, IIPA, Vol. XXXVIII, No. 3, July-Sept., 1992, p. 1.

[22] Experts opine that human development has a positive impact on attitudinal development of the people in the society towards gender issues. That means gender discrimination can be minimized through human development.

Table-1 show that the countries with high human development have achieved higher values of GDI and GEM and the countries with low human development achieved lower values of GDI and GEM. Higher attitudinal problems towards gender issues in the countries with low human development may be one of the major causes of their lower values of GDI and GEM. Bangladesh, is a country with lower level of human development and there is widespread gender discriminations in it, many of which lie deep into the value systems of the people and the society. But the present group of people under study has a relatively high profile in the society. Therefore, their attitudes, behavior, life style and value systems may not represent those of the common people in the country.

The socio-economic background, demographic characteristics, educational status etc. of the respondents help develop their attitudes and shape their behavioral pattern. Job-level and experiences may help develop one's outlook towards concerned issues. Therefore, all these have been taken into consideration to analyze the respondents' attitudes towards different gender issues.

3.1 Socio-Economic Background of the of the Respondents

The attitudes towards gender issues are, to a great extent, determined by one's family, educational and religious backgrounds. Other socio-economic characteristics like economic, social association, employment status etc. may also play a vital role in shaping one's attitudes towards gender issues. For example, an educated woman is very much conscious about her reproductive health; fertility rate of

employed women is generally low[23]; an educated husband usually becomes more tolerant, sympathetic and empathetic to gender problems in general and to his wife's problems in particular. Therefore, some of the socio-economic characteristics of the respondents have been analyzed to understand their attitudes towards the issues under study.

3.1.1 Socio-Demographic Characteristics of the Respondents

Majority (about 57.7%) of the respondents belongs\ to the category of 30-40 age group [Table-2]. Around one-fifth of the junior level respondents are promotee officers. Majority of the female respondents (61.6%) belong to the category of >25-30 age-group [Fig.-3]. Among the respondents women's representation in the high-ranking government services is very low [Table-2]. More than fifty percent of total female respondents have 5-9 years of service experience [Table-4].

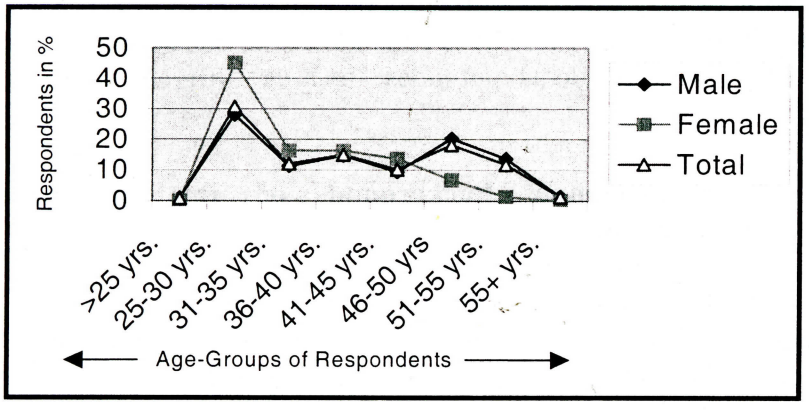


Fig-3 : Age-Sex Distribution of Respondents

[23] Rahman, M. Safiur and Imam, Kazi Hasan (1993). Need Assessment of Population Training for the participants of the Foundation Training Course. BPATC, Savar, Dhaka, p. 14.

The study reveals that females tend to get married earlier than the males [Table-5]. Late marriage is the trend of educated males in middle class society of Bangladesh. They have to start shouldering family burdens just after getting into the job and they do not want to increase the burden again by getting married early. The study also reveals that a very small proportion of respondents (6.02%), usually males, have remained unmarried.

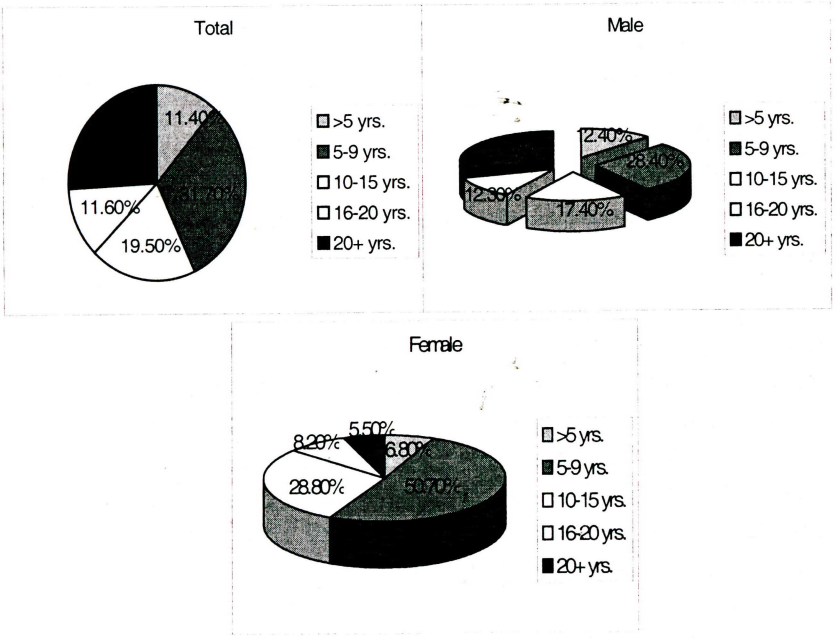


Fig-4 : Gender Distribution of Respondents by Length of Service

3.1.2 Educational Status of the Respondents

Education is functionally considered as the lever to bring about positive attitudinal changes towards gender issues[24]. Illiteracy is

[24] Mongella, Gertrude (1995). : Women and Education : The Ultimate Lever. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, The University Press Limited, Dhaka, p.114.

a major contributor to women's marginalization and low status in life. The gender gap is mostly pronounced in the poorer countries of the world because of their low literacy rate, especially low literacy rate amongst the females[25].

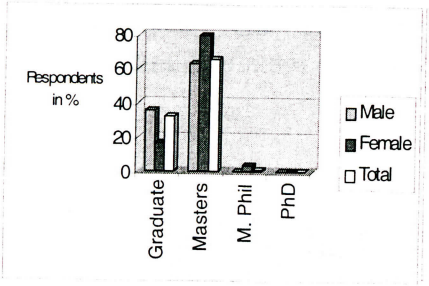


Fig-5 : Clusters of Gender with Educational Level

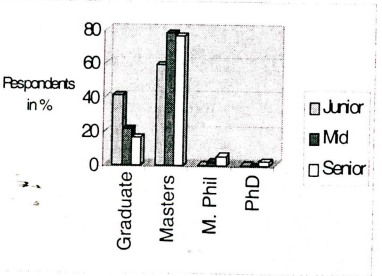


Fig-6 : Clusters of Job-Position with Educational Level

The scenario, in the case of the present study is a bit different. A primary data-based study indicates that amongst the government officers at the same level, women enjoy much better privilege than their male counterparts in many respects[26]. The study reveals that women are better educated than men and a considerable proportion of younger males (44.3%) got into government jobs just after completing the required education i.e. graduation [Table-3 & 6 and Fig. 5 & 6]. The underlying facts behind this trend might be the economic pressure that forced them to get into the job quickly. That's why they could not manage to go for higher education. The females enjoy a bit more freedom in this case because they need not usually shoulder the family burden.

---

[25] ibid, pp. 114-115.

[26] Haque, A. K. M. Hedayatul and Bala, Hiralal (1988). : *Women in the Bangladesh Civil Services*, Bangladesh Public Administration Training Centre, Savar, Dhaka, pp. 54 and 96-98.

99906

LIBRARY
Bangladesh Public Administration
Training Centre, Savar, Dhaka.

3.1.3 The Respondents' Job-Levels and Experiences

The juniors, being much emotional and idealistic have the spirit to bring about rapid and dynamic changes in the society. The seniors are often conservative, afraid of radical changes but have long experiences. They hold the key policy making position in the government and in the society and are in better position to bring about any change. Although quite a large number of respondents (61.09%) belong to junior service holder group, about one-third of the total respondents have 10-20 years of service experiences [Table-7]. They can also play a key role to bring about attitudinal changes towards gender issues by initiating and implementing government plans and programmes related to gender issues.

3.2 Identification of the Major Aspects of Gender Issues

The respondents were given as many as 14 different aspects, identified as gender issues. They were asked to answer whether they consider those as gender issues. They were also asked to add, if any, other aspects to consider as gender issues. Interesting enough that only a very few of the male respondents at senior level identified "Reproductive Rights and Reproductive Health" as a gender issue which was not included in the list. The aspects listed as gender issues were :

1. Discrimination on Birth Right Between Male & Female,
2. Discrimination on Getting Food & Nutrition,
3. Access to Education,
4. Access to Health Care Facilities,
5. Access to Employment,
6. Freedom of Decision Making,
7. Political Participation,
8. Participation in the Socio-Economic Activities,
9. Participation in the Business & Commercial Activities,
10. Religious Belief & Feelings,
11. Social & Cultural Values,

12. Generation Flow,
13. Legal Systems, and
14. Physical Characteristics

The study reveals that there were quite a large number of respondents (irrespective of male or female or job-levels i.e. junior, mid and senior) who do not consider those aspects as gender issues [Table-9]. The study also reveals that irrespective of their job-levels and gender groups, there is a significant consistency in the responses given by the respondents [Table-10 & Fig-7]. This means that majority of them do not consider those as gender issues, although those are universally accepted gender issues. That's why there is an urgent need for undertaking a mass awareness programme for better understanding the gender issues.

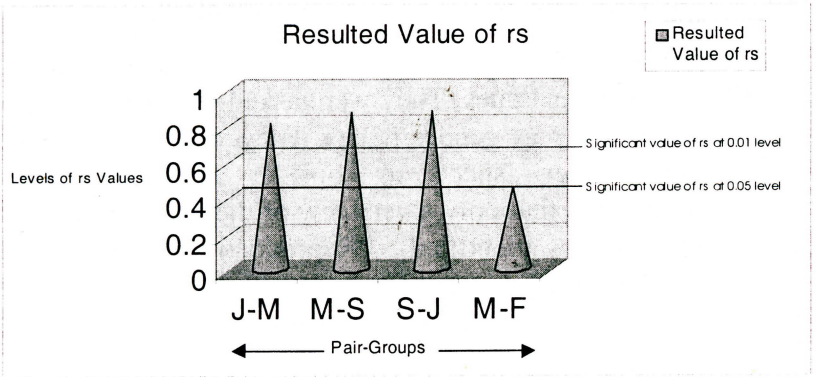


Fig-7 : Consistency of Responses amongst Different Levels & Genders

[J-M = Junior & Mid Levels, M-S = Mid & Senior Levels, S-J = Senior & Junior Levels, M-F = Males & Females]

The statistics shows that most of the respondents do not consider "discrimination on birth rights" (54.7%) and "discrimination on food & nutrition" (54.5%) as gender issues whereas the rests were identified as gender issues by most of the respondents [Table-9].

3.3 Assessment of Attitudes

Some important features related to gender issues have already been depicted in the foregoing parts of this chapter. Here, those issues will be analyzed in accordance with the data & information derived from both the primary & secondary sources.

3.3.1 Discrimination on Birth Rights

Concerns for gender equity is getting stronger day by day in Bangladesh. Awareness about the issue has been increasing in the society. People, especially those who are well educated, have at least realized that it is no longer good to say openly — "I prefer male rather than female baby". The study reveals that most of the respondents (43.6%) like to have male baby in case of one child [Table-13]. But when they were asked to say whether they prefer male rather than female baby, most of them simply avoided the question by responding as "no" (51.6%) or "indifferent" (31.5%) [Table-11]. That means, they still prefer male baby — it is their basic attitude. But they do not like to say it directly. This attitudinal trend seems to be very prominent amongst junior and mid level respondents. Another study supports this finding. The report concludes that gender preferences exist among the government servants and the elderly people in their family[27]. There are evidences that in some cases wives are even forced or pressurized to take babies one after another until they can give birth to a male baby[28]. It is observed that most of the senior level government officials (78.4%) directly opined that they prefer male rather than female baby [Table-11]. About 17.8% of the female respondents also

---

[27] Fyzennessa, Noorunnahar (1994). : The Status of Reproductive Rights and Women's Health : Findings of a Survey. In : Jahan, Roushan et el. : Reproductive Rights and Women's Health, Women for Women, p. 67.

[28] Ibid, p. 64.

belong to this category. The reasons given by the respondents for such preference are mainly the followings :

- males maintain the generation flow and uphold the family status;
- they take care of their parents during old age;
- they usually shoulder the family burden;
- they can provide social security to their parents and family; and
- they can freely move outside home.

On the other hand, the respondents who do not have such preferences opined that :

- females can also help their parents if they are brought up properly;
- there is no guarantee that males will take care of their parents during old age;
- both the males and females can contribute to the nation;
- female baby helps her mother in keeping the house neat and clean; and
- both are equal in all sphere of life.

By looking into the opinions of the respondents one can easily come to the conclusion that although generation flow is termed as a psychological issue, the main reasons behind gender preferences are very much social and economic. If females in our society were appropriately empowered to or could provide better social and economic security to their parents and families, the scenario of gender preference would have been quite different.

Despite the prevalent gender preferences in our society, childbirth is still a natural phenomenon in Bangladesh. Gender preference has been only limited to a social and psychological urge. Technological manipulation is not in the practice. Gender discriminated feticide is not noticed, although technology is available in the market for knowing the gender of neonatal earlier.

3.3.2 Food & Nutrition

Food is a biological need both for men and women. Although biologically women need a bit of lesser calorie than men, they require additional cares and calories during and after pregnancy, which are often ignored. Statistics shows that the girl children in Bangladesh suffer from consistent deprivation of nutrition. Girls under-5 and 5-14 years of age usually consume 16% and 11% less calories than those of the boys respectively[29]. It is not only a condition prevalent among the young girls; women in Bangladesh also suffer from malnutrition for various socio-economic reasons. They eat last and less [Table-55], although they have the majority share in family food production[30]. All these create a "Vicious Cycle of Malnutrition" for them. The cycle shows how they suffer from multi-dimensional problems derived from malnutrition, throughout their life [Fig-8].

The picture is a bit different in the case of the people under study. Less than one-third (30.7%) of the total respondents think that males need more food for their hard working than females. 30.5% male and 31.5% female respondents cherish this attitude. The strengths of this attitudes among males and

---

[29] Rogers, Barbara (1995). : Women and Nutrition and Health. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, University Press Limited, Dhaka, p. 97.

[30] Muntemba, S & Dankelman, I (1995). : In : Haider, Raana. : *A Perspective in Development : Gender Focus*, University Press Limited, Dhaka, p. 135.

females are 70% and 59.7% respectively [Table-14]. That means, it is a socio-cultural practice of the patriarchal society, which has been inculcated among the girls and women in our society. That's why, the strength of the attitude of the male respondents is much stronger than that of the females.

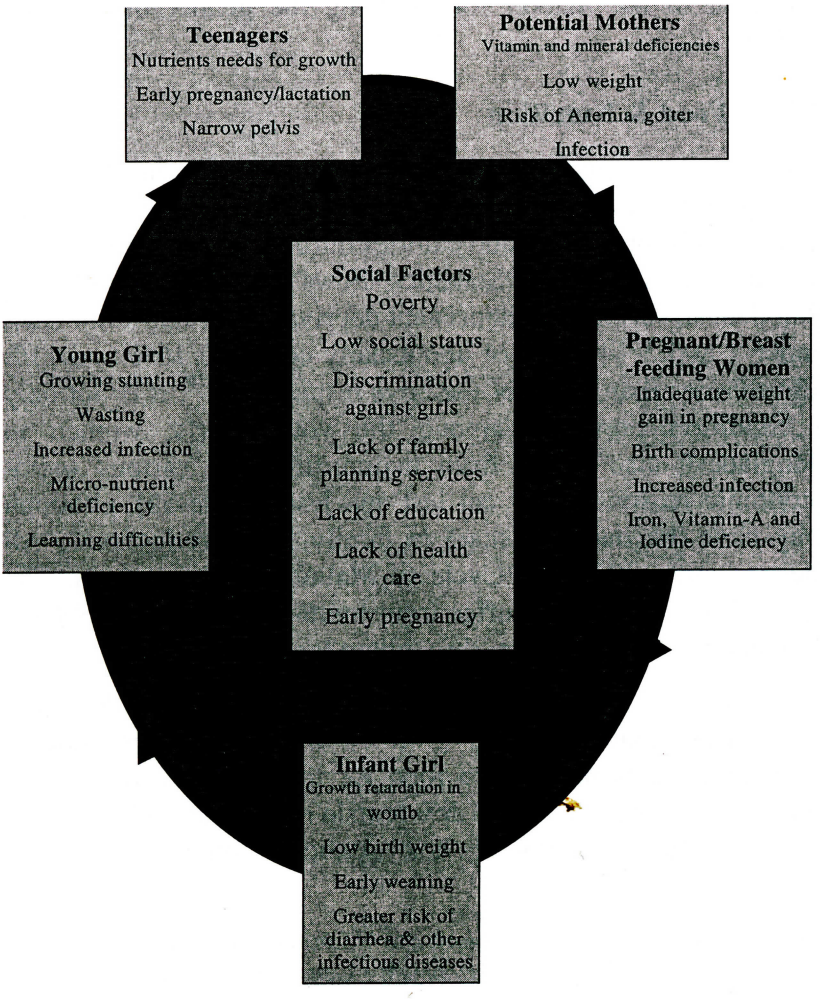


Fig-8 : The Vicious Cycle of Malnutrition

[Source : Modified from UNFPA, 1989]

The attitude became much more evident, when the respondents were asked whether they preferred good food for their male baby rather than female baby. Only a very few of the male respondents (6.8%) preferred good food for their male baby whereas none of the female respondents did the same [Table-15]. The female respondents mainly believe that it is not the gender but the nature of job that determines who needs good food. On the other hand, the male believers have figured out the following reasons behind their views :

- It is the reality, the natural requirement or social practices.
- Males usually take up arduous jobs and shoulder the family burdens.
- Males work harder and they are physically bigger.

It is clear from the above mentioned reasons that those believers do not really recognize women's contributions to the family and they still hold on to their social mal-practices and superstitions. They may lack proper nutritional education.

3.3.3 Access to Education

Right of equal access to education have been guaranteed for women in the Constitution of Bangladesh. The Constitution has also guaranteed that it would not prevent the state from making special provisions for women. Despite this guarantee clause and several interventions made and attractive incentive packages offered by the Government and NGOs, gender disparity prevails at all levels of formal education[31]. Nairobi Report argued that — "*Education is the basic for the full promotion and improvement of the status of women. It is the basic tool that*

[31] Husain, Syed Anwar (1995). : Women's Empowerment : Education and Culture. In : Jahan, Roushan. : *Empowerment of Women : Nairobi to Beijing (1985-1995)*, Women for Women, Dhaka, p. 91.

should be given to women in order to fulfill their roles as full members of the society"[32] — similar observations have been made by women in an interview. They opined that education is a weapon in a girl's hand with which she can work, make money if she wishes, can help her husband with the family's livelihood, can teach and take care of her children better and can make a good match and marry someone educated who can make a lady out of her[33].

Although the girls' enrolment at primary and secondary levels has encouragingly increased over the last two decades, their dropout rate is alarmingly high. Most of the parents of rural areas and urban poor families prefer to educate male rather than female children[34]. Because of religious superstition and many other socio-cultural practices, most of them do not like their female children to have education. They fear that their girls will gain a sense of freedom through education, which is dangerous for her, for the society and the family[35]. A study on female education as perceived by "social class" and "gender" depicted that the educational needs for females is perceived more extensively by females than the males and the higher the social class structures, the greater the interests in female education[36].

---

[32] The Nairobi Forward Looking Strategies for the Advancement of Women, 15-26 July, 1985, New York, United Nations, 1989, p. 41.

[33] Mongella, Gertrude (1995). : Women and Education : The Ultimate Lever. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, The University Press Limited, Dhaka, p.117.

[34] ibid, p. 119.

[35] Op cit, p.116.

[36] Duza, Asfia and Begum, Hamida A (1993). : Emerging New Accents : A Perspective of Gender and Development in Bangladesh. Women for Women, Dhaka, pp. 35-37.

The present study also finds the same scenario about the gender discrimination towards access to education. Most of the respondents (70.4%) firmly believe that gender discrimination in access to education strongly exists in our society [Table-17]. The proportion of such believing respondents increases with the correspondingly higher job-levels [Fig-9]. About one-third (31.1%) of the junior level respondents, both male and female, do not find such discrimination in the society.

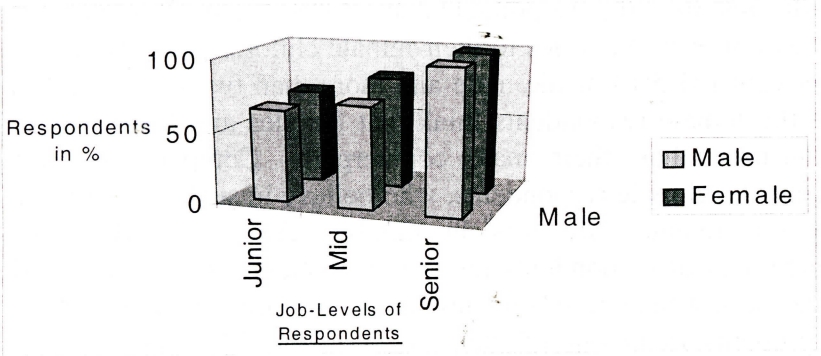


Fig-9 : Cluster of the Respondents by Gender and Job-Level with their Views about Existence of Gender Disparity in Education

Most of the respondents (84.1%) also strongly believe that there should be equal access to education irrespective of gender. But there is a very few respondents (8%), irrespective of genders at junior and senior levels, who do not believe in such access [Table-18]. Again, most of the respondents (65.1%) do not like to pay any preference for male in getting higher education. This attitude is highly prevalent among the female respondents (90.4%). The respondents (17.8%), who prefer males for higher education are mainly males (Table-19 & 20].

The views given in favour of males' education are mainly superstitional, psychological, social and economical in nature whereas the ones in favour of the females are mostly rational

and legal [Table-20]. But none of the respondents have pointed out the promising future of women's contribution to the country's economic emancipation, human and national development.

Most of the respondents (51.6%) provide house tutor for their children's education. 32.8% of the respondents provide other cares to their children. About 15.6% of the respondents do not provide any extra care for their children [Table-22]. The study indicates that the respondents are more inclined to provide house-tutoring facilities to their female children. Less than fifty per cent (41.5%) of the male and more than two-third (64.4%) of the female respondents think that females are doing well in education than their male counterparts. Comparatively the junior level male respondents, who believe in such performance of the females are less in number [Table-23]. Both the categories of respondents i.e. the respondents who believe and who do not believe in females' better performance have strong arguments in favour of their views [Table-24]. Those are as follows:

Arguments in Favour of Males	Arguments in Favour of Females
• Girls are discouraged in education because of religious beliefs. • Males are sincere about education. • Males are innovative. • Males are more intelligent. • Males have the requisite capability. • Environment is not in favour of the girls. • Girls have less diversity of life in the society. • Some of the females are doing well but their percentage is very low in comparison to males.	• Females are careful, studious and disciplined. • Females can concentrate more than their male counterparts. • Females are more sincere, obedient, serious, responsible, self-guided, punctual and attentive. • Females are more result-oriented and they are patient. • The latest records of different Board of Education prove that females are doing well. • Females are quiet than males. • Females spend more time for education while the males are involved in activities outside home and politics; they may have bad companies. • Females get slight preferential treatments from male teachers.

Some of the respondents belief that it is not the gender but the merit that determines performance in education. A very insignificant number of male respondents (14.8%) comprised of junior and senior level government officials provided special support for education to their male children rather than female children [Table-25]. The respondents who provided such support for males opined that male baby would have to face more challenges in real life than female baby; that's why they should be given such preference [Table-26]. But some of the respondents thinked that females needed special support in respect of transport, accommodation and security because of the country's existing socio-cultural and law & order situation.

The study reveals that the senior government officials strongly believe in better performance of the females in some special areas of education [Table-27]. They think that because of their cool brain, devotion, attentiveness, sincerity, patience, discipline etc. females can do well in some special areas of education like teaching, medicine, computer science, honours based university education, nursing, home economics, social science/welfare, art/culture/music etc. [Table-28 & 29]. A few of them have also identified sociology, research, architecture, business administration, banking, engineering, judiciary/law child development, child education etc. as the areas where women can do well [Table-29]. But about half of the junior and mid level respondents, irrespective of gender, do not agree to the fact that women can do well in some special areas of education [Table-27].

Again, the respondents were given some selected educational aspects as gender characteristics and were asked to provide ranks with strengths of their views against each characteristic for both the males and females. Both the male and female respondents agreed to the fact that males are more meritorious and intelligent than females; and females have more learning

power, patience and discipline than males [Table-30]. The same results have been found by looking into the views of respondents by job-levels [Table-32]. But both the male and female respondents expressed their disagreements about other's viewpoints on power of understanding, results, tolerance and diligence. The test employed reveals that there is no significant consistency among the views made by male and female respondents [Table-31 & Fig-10]. On the other hand, male respondents have been found attitudinally more responsive and

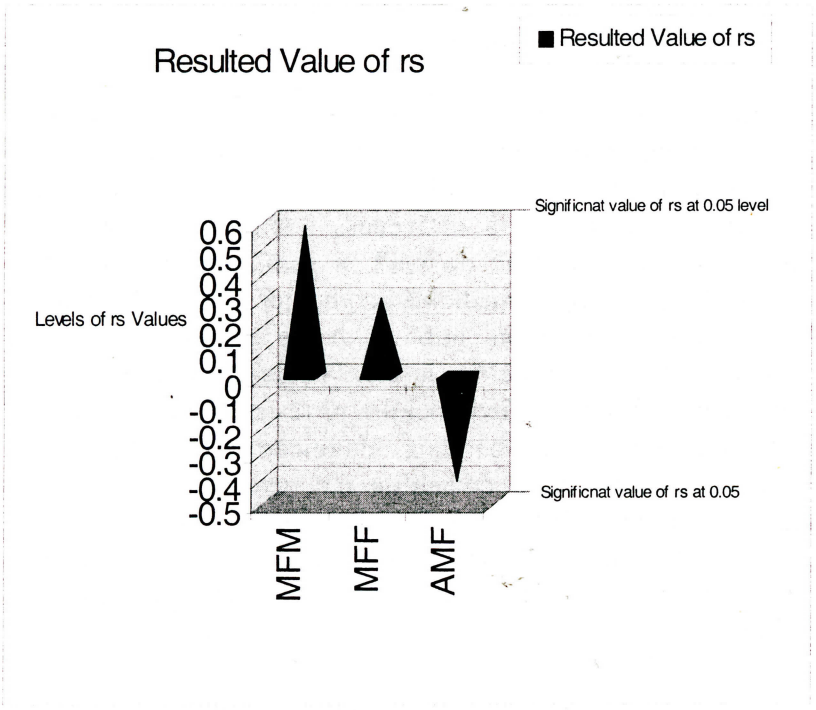


Fig-10 : Consistency of Responses between Male and Female

[MFM = Views of Male & Female for Male, MFF = Views of Male & Female for Female, AMF = Aggregate Views for Male & Female]

liberal to their female counterparts whereas the females were not [Table-30]. The female respondents opined that they are equivalent to their male counterparts in terms of merit, intelligence, power of understanding, learning power, results, tolerance and diligence. The strengths of their views in favour of females are stronger than those in favour of males. They also think that they have more potentials than males.

3.3.4 Access to Health Care Facilities

Despite innumerable limitations, tremendous improvement has taken place in health care sector of Bangladesh during 90s. Different types of woman and child health care services have been extended even up to remote rural areas. Sophisticated health care facilities have been developed specially in the big cities and urban areas. But how far those facilities have reached the women is a pertinent question. Extending health care facilities to women does not only depend upon one's economic ability. Attitudinal factors also play a vital role in this respect. Experience suggests that women receive much less health care than their male counterparts. Apart from this, under the prevailing patriarchal socio-cultural value systems, higher expenses are made mainly for the male members of the family and less effective treatments are usually offered to female members[37].

On the other hand, women in Bangladesh have a very peculiar type of mind-set; they often put their children's and family's needs before their own, at the cost of their own health[38]. The

---

[37] Khatun, Khadija & Others ed. (1995). : *Women and Development : Relevant Statistics*. March, 1995, Women for Women, Dhaka, pp. 104-109.

[38] Younis, Nabil et al. (1994). : *Learning about the Gynecological Health of Women*. The Policy Series in Reproductive Health, No. 2, The Population Council, Cairo.

Bangladeshi women are compliant by nature; they willingly sacrifice a big chunk of food in favour of male members of the household, which leads them to a silent cycle of malnutrition. "*Since suffering in silence is culturally ascribed feminine attribute — so too is its spin-off effect on health. The 'culture of silence and endurance' encourages women to give lower priority to their health needs compared to the demands of other family members and reinforces their lower status*[39]". That's why the prevalence of ill health is endemic among women. Our society constraints a mother by placing more emphasis on the survival of sons than daughters[40]. Girls, from the very beginning of their life, are traditionally treated as the second class citizen of the country. They are poorly nourished compared to the boys. They are more likely to fall ill than boys are and less likely to receive proper medical treatment[41].

Studies indicate that women often do not get the opportunity to seek health care unless it is related to their socially defined roles of wife and mother[42]. Their illness is reported only when it affects the head of the household. Usually in a joint family, their

---

[39] Rogers, Barbara (1995). : Women and Nutrition and Health. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, University Press Limited, Dhaka, p. 105.

[40] Gribble, James N. and Preston, H. Samuel (1993). : *The Epidemiological Transition : Policy and Planning Implications for Developing Countries*, National Academy Press, Washington D. C.

[41] op cit, p. 96.

[42] Khattab, Hind et. al. (1994). : *Methodology for Entry in the Community*. The Policy Series in Reproductive Health, No. 3, The Population Council, Cairo.

illness is reported by their husbands when the household is affected in economic terms or household work is disrupted[43].

Most of the respondents, irrespective of gender and job-levels, feel that females are enjoying less health care facilities than males both at micro (family) and macro (national) levels [Table 33]. But there are a few respondents (27.07%) who do not support this opinion. The respondents were asked to opine whether they prefer male rather than female for providing health care facilities in their families. Most of the respondents (66.8%), irrespective of gender and job-levels opined that they do not have such preference. 23.9% of the total respondents think it to be "indifferent" (means gender does not matter) to them. But there were a very few respondents (9.3%), mainly male, who has strong gender preference for providing health care facilities [Table-34]. The main reasons [Table-35] behind such preference are :

- Males are the nucleus of the economic activities of the family.
- Male has to work harder than female.
- It is the socio-cultural practices that male has to be provided more cares.
- Females have less power to do something for the family.

The above mentioned opinions indicate that those respondents maintain a very old and traditional value systems in their family. And virtually this type of people work as a strong hindrance to bring about changes in gender situations.

---

[43] Government of the People's Republic of Bangladesh (1988). : Bangladesh Health Services Report, Dhaka.

The respondents were also asked whether they became more anxious at illness of their male children rather than female children. Most of them (70.4%) opined that they did not have such gender preference for male children. It is "indifferent" to 27.7% respondents. A very few of the male respondents (2.3%) have strong gender preference in such situation [Table-36]. The reasons are basically those which have been mentioned above [Table-37].

3.3.5 Access to Employment Opportunities

Equal access to employment opportunities of the Republic has been guaranteed for women through constitutional law[44]. Moreover, quota system has been introduced to ensure greater participation of women in development activities. NGOs and Government agencies often prefer female candidates in many jobs. Qualitative studies indicate that despite some social problems, men's attitudes towards women working outside home are quite positive as long as family does not suffer for it[45]. Another study argued that sometimes industrial women workers enjoy more privileges in working environment than their male counterparts. They are not generally assigned to heavy duties, even if men and women do the similar work. One can think it to be the management's conventional attitude, which lead them to reward male strength more readily than female dexterity[46]. Others may depict it to be the male's empathy towards their female colleagues.

---

[44] Government of the People's Republic of Bangladesh.. : *Bangladesh Constitution*. Dhaka, p. 8. Part-III.

[45] Charles, Nickie (1993). : Gender Division and Capitalism. In : *Gender Division and Social Change*, Harvester, Wheatsheaf, Hertfordshire, UK.

[46] Hossain, Hameeda et al. (1990). : *No Better Option? Industrial Women Workers in Bangladesh*. University Press Limited, Dhaka.

In the present study, the respondents were given some employment aspects to express their attitudes towards the issues. Most of the respondents believe that there should not be any preference for males in access to employment opportunities (50.0%) and females also should not be given any special privilege (42.7%). They believe that access to employment opportunities should be on the basis of merit (68.9%). Most of the respondents of different job-levels also strongly believe that there should be an equal access to employment opportunities (58.7%); males are not suitable for some special areas of employment (62.0%) and same is the case for females (68.9%). The respondents also believe that females should be recommended suitable for some special areas of employment (62.8%) [Table-38]. The most important areas of employment as identified by the respondents suitable for females are physician (72.7%), teacher (57.9%), nurse (38.9%), day care services (30.2%), secretarial jobs (26.4%), computer personnel (17.8%), telephone operator (16.9%), banker (12%), researcher (4.2%) and administrator (4%). Interestingly most of the female respondents do also agree to such identification [Table-40].

Some of the respondents have indicated their gender preferences in access to employment opportunities [Table-38 & 39]. The respondents who prefer males think that gradually they are to shoulder the family burdens. On the other hand, females have been preferred by some respondents for diminishing existing gender disparity and because of their backward position in the society [Table-39].

3.4 Attitudes Towards Gender Issues in Working Environment

Women has risen above the age-old socio-cultural traditions by taking up professional roles in order to make their lives meaningful for themselves or to fulfill their economic necessity.

In doing so, sometimes they enjoy a very congenial atmosphere and sometimes they face multi-dimensional problems and difficulties in their working environment. A recent study on government officials indicates that the female colleagues are quite confident to control their subordinates. The volume and quality of works done by them are quite satisfactory[47]. At the same time, there are examples that male bosses often consider them as women first, and as workers later. Their politeness and courtesy may be often misunderstood. The efficiency of working women is always suspected; co-workers in the office can not mentally accept the superiority of a woman; their subordinate males do not like their authority over them[48]. Sex-specific job differentiation exists as value, with the result that women are denied entry into many occupations[49]. As a result the number of women employed in the professional and technical jobs remain low. Working women are also often sexually harassed and exploited by their male bosses. Another study indicates that women enjoy special considerations from their male bosses in distributing jobs or tasks among officers and employees with similar ranks and status. Comparatively easy and light tasks in terms of physical effort, less travelling and less risky tasks are usually offered to them[50].

---

[47] Haque, A. K. M. Hedayatul and Bala, Hiralal (1997). : *Women in the Bangladesh Civil Services*, Bangladesh Public Administration Training Centre, Savar, Dhaka, pp. 70 and 110.

[48] Maitra-Sinha, Anjana (1993). : *Women in Changing Society*. Ashish Publishing House, New Delhi, p. 42.

[49] Jahan, Selina Akhter (1991). : *Recent Bangladesh : Women and Children*. Vasa Prokash, Dhaka, p.10.

[50] Haque, A. K. M. Hedayatul and Bala, Hiralal (1988). : *Women in the Bangladesh Civil Services*, Bangladesh Public Administration Training Centre, Savar, Dhaka, p. 54.

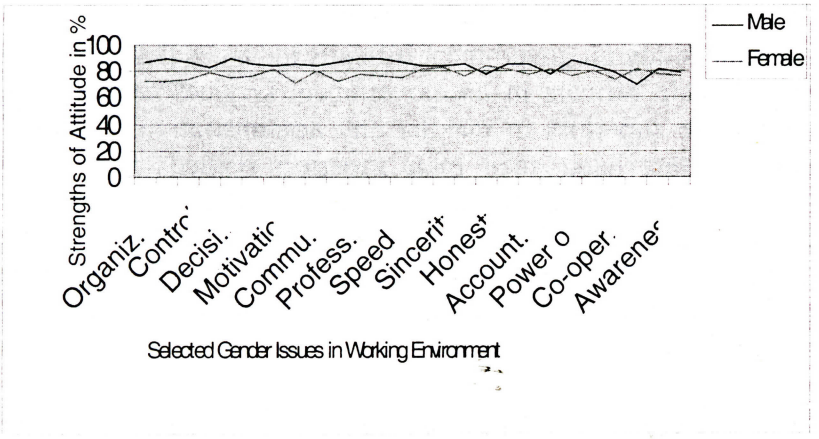


Fig-11 : Strengths of the Repondents' Attitudes towards Some Selected Gender Issues in Working Environment [Details of the names of the parameters are in Table-41].

The present study has identified as many as 26 parameters to analyse the views of the respondents about the capacity of men and women in working environment. According to their views both males and females have a certain standard capacity to perform their duties in the job-situation. But males have been viewed as more capable in workplace in terms of their organizing and leadership capacity, control, coordination, decision making, guidance, motivation, supervision, communication, financial management, professional skills, quality and speed of works, capacity of expression, punctuality, responsibility, accountability, power of judgement, personality, cooperation, awareness and team works whereas women have been viewed as more honest, disciplined and dependable [Table-41 & Fig-11]. The study also found significant consistency among the views of different gender and job groups [Table-41, resulted r_s value].

3.5 Freedom of Decision Making

A recent study on government officials indicates that more than 60% female officers in the government services depend upon their male superiors in making any administrative decision[51]. On the other hand, their male superiors opined that 66% of female officers are quite capable of making decisions quickly[52]. But several studies depicted that female's aspirations are often dominated by males in the family situations. The finding of the present study on similar issues is not a radical departure from the above-mentioned situation.

Statistics indicate that compared to women, men enjoy much more freedom in decision making in all spheres of life [Table-42]. The male respondents have been found very conservative to allow females to choose their life partners. Their level of confidence on decisions of their junior female members of the family is very low. On the other hand, female respondents have been found very much dependent on males and they allow much more freedom to male members than those of their female members [Table-42].

The males have also been found enjoying much more freedom in decision making in their job-situations than those of their female counterparts. Even the female respondents find more confidence on male's decisions than those of the females [Table-43].

3.6 Participation in the Nation Building Activities

Women had little scope to escape from the "men's world" saturated by male dominating ideologies throughout the ages.

---

[51] ibid, p. 56.

[52] op cit, p. 67.

Females were merely considered as housewives. Their capabilities were not recognized and their potentialities were ignored. Only in recent times there has been a growing awareness among people of different societies about the dysfunctional implication of the underlying injustice and gender based inequity whereby the nation, especially the women themselves have perpetually suffered. After those long-sufferings, women are awaking up with their full potentials. They have started proving themselves as development partners of men through their able participation in development and nation building activities. But the patriarchal socio-cultural value systems of fundamentalists and neo-fundamentalists often put strong left-hooks on their promising ways[53]. Despite countless barriers and difficulties women are coming up by and large to engage themselves in different nation building activities. Development NGOs, feminists associations, social activists etc. have been playing a big role in this respect. The Government has also undertaken several interventions to ensure greater participation of women in development and nation building activities. Recruitment of women in the Army Long Course — so far exclusive for male — is a unique example, which will enable them to participate in the decision making process of national development[54]. Still then, several studies indicate that majority of the society is not yet attitudinally ready to accept greater participation of women in development activities. The recognition of women's role as economic actors both in the formal and informal sectors has also not drastically

---

[53] Guhathakurda, Meghna and Begum, Suraiya (1995). : Political Empowerment of Women's Movement. In : *Empowerment of Women : Nairobi to Bejing (1985-1995)*, Women for Women, Dhaka, p. 41.

[54] Halder, Nilratan (2000). : Women in the Army : A Big Breakthrough in Gender Equity. In : *Observer Magazine*, Friday, July 28, 2000, Dhaka, pp. 2-5.

reduced gender discrimination[55]. The present study, like many others, picturizes the same scenario in this context.

The respondents, irrespective of gender and job-levels opined that participation of women in selected nation building activities such as economic activities, business and commercial activities, cultural activities etc. is much lower than those of males [Table-44]. Participation of women in business and commercial activities is very low. The study indicates that there is a persistent gender disparity in the society against greater participation of women in development and nation building activities. Women are also not, at this moment, confident enough to overcome the situation. Therefore, the country needs to develop and adopt a strategic plan to bring about extensive changes in the existing attitudes of the society as a whole and ensure greater participation of women in this area.

3.7 Political Participation

The GEM index developed by UNDP to analyze the political participation of women in a society indicates that Bangladesh has achieved higher rate of women's participation in politics compared to many other countries in the developing world with similar socio-economic and cultural background[56]. Present status of women's political participation in Bangladesh has a long history. In the early twentieth century, the *Bangiya Nari Samaj* moved forward to eliminate sex disqualification for

---

[55] Hossain, Hameeda (1999). : Women in Politics. In : Ahmad, Mohiuddin (ed.). : *Bangladesh Towards 21st Century*, Community Development Library, Dhaka, p. 177.

[56] UNDP. : *Human Development Report 2000*. Oxford University Press, New York, 2000, pp. 172-173.

voting and for ensuring entitlement of women suffrage[57]. The most active participants in the women's movement in Bengal were well-educated women from the upper strata of the society, who had been enjoying a dominant position in landholding and or a high ritual status[58]. Women in Bangladesh have sacrificed a lot and played an important role during the country's War of Liberation. Bangladesh Constitution has granted equal status to women and equality of rights to them, including rights to vote and rights to take active part in politics. But political participation of women is merely concentrated into casting their votes in elections. Active participation of women in politics is limited within politically powerful families[59]. The women voters often feel and opine that since women are by and large more "sincere, hard working, straight-forward, practical and principled" than men, they will be an asset in legislative bodies. They will be able to work harder for gender issues and for the upliftment of the status of women. But nobody is really spontaneously coming up from the grass-root levels, who may represent the voice of the people.

Since the nineties there has been a shift in development thinking towards women's political participation and decision making in the community. An increased demand has been put forward for radical restructuring of policy and political structures. Bangladesh has made formal commitments to women's political participation in several important international strategy documents including the Plan of Action (Mexico 1975), the

---

[57] Southard, Barbara (1996). : *The Women's Movement and Colonial Politics in Bengal 1921-1936*. University Press Limited, Dhaka, pp. 72-74.

[58] Ibid, pp. 43-47.

[59] Maitra-Sinha, Anjana (1993). : *Women in Changing Society*. Ashish Publishing House, New Delhi, pp. 58-59.

Forward Looking Strategies (Nairobi 1985) and the Beijing Plan of Action (1995). Bangladesh's ratification of UNCEDAW obligates it to creating the opportunities for women's participation in public decision making. The country's Constitution also reaffirms this commitment. Provision of direct participation of women under reserved seats in UP election has made ways to their visibility in public life at grass-root levels. But women in Bangladesh "*.... have remained outside the play of power politics. Their visibility in popular struggles for democracy, in election campaigns and in community work has not been translated into greater influence in the public domain. Only a small number have been able to enter positions of public decision making. Their dependence upon traditionally powerful structures within the national political structures has limited their role as cheerleaders. ...*[60]".

Although women are found comparatively more visible in students' politics[61], statistics shows that the representation of women in national politics is dismally low. Women's participation in Parliament had never reached beyond 3.0% since independence [Table-56]. Despite the constitutional provision of 30 reserved seats for women, they often argue that the mode of selecting candidates by different political parties for national elections and controlled nature of the political process have prevented them from playing a significant role in this respect[62]. The present study has also found similar

---

[60] Hossain, Hameeda (1999). : Women in Politics. In : Ahmad, Mohiuddin (ed.). : *Bangladesh Towards 21st Century*, Community Development Library, Dhaka, p. 178.

[61] Guhathakurda, Meghna and Begum, Suraiya (1995). : Political Empowerment of Women's Movement. In : *Empowerment of Women : Nairobi to Bejing (1985-1995)*, Women for Women, Dhaka, p. 37.

[62] op cit, p. 181.

attitudinal problems of the respondents, irrespective of their genders, towards women's participation in politics [Table-45].

The respondents have been found very liberal to their female counterparts in general about their participation in politics. But they are a bit conservative in allowing their own family members to participate in political activities. Women's participation in politics is strongly discouraged from their own families because of various socio-cultural reasons. Female members of the family have also the same attitudes towards political participation. The respondents believe that males are comparatively more efficient in performing political activities; they are more capable of taking risk, managing stress, handling political powers, facing political hazards, organizing and motivating powers in politics and they have more ability to play political games compared to females [Table-45].

There is a silently growing fear among people about power politics and political processes and activities. Women may not find themselves fit or comfortable there. Terrorism and foul games in politics might have contributed a lot to develop such fears among people. In the present context, the nation should adopt a strategic plan to bring them into politics through a comparatively safer ways like UP election system, where women have provision of some reserved seats to contest.

3.8 Heredity of Rights on Property

The property rights to Hindu women in Bengal were limited to dowry (*Stridhan*). A widow without children had a right to income from the property of her deceased husband during her lifetime. Young widows, specially those without male children were seen as unwanted burdens on the family. Although dowry system is considered to be an evil practice and the Dowry Prohibition Act was promulgated to curb the situation, the

inhuman practice of dowry continues unabated[63]. On the other hand, Muslim women theoretically have greater property rights, since Muslim law specified that daughters should inherit one-half of the son's shares[64].

Most of the respondents of the present study belong to the Muslim families and most of them (77.4%) think that the existing legal provision of property shares for males and females is quite all right. About 92.8% of the male respondents at junior level agree to the prevailing property share system. It is mentionable here that a considerable proportion of female respondents at middle (50%) and senior (100%) levels (who are supposed to have more experiences and realizations about life) also agree to the existing system [Table-46]. They opine that females get property shares from their parents as well as from their husbands, so the existing property share system is quite okay. But the respondents, who do not agree to the existing property share system (only 22.6% of the total respondents), believe that :

- Since all the children, irrespective of gender are equal to their parents, property should be distributed equally.
- Since females take more cares of their parents and they are weak in every stage of life, they need more property.

Keeping those views in mind, they have urged for an appropriate revision of the existing property share system, where equal rights to property shares would be ensured for females [Table-47].

---

[63] Maitra-Sinha, Anjana (1993). : *Women in Changing Society*. Ashish Publishing House, New Delhi, pp. 11-16.

[64] Southard, Barbara (1996). : *The Women's Movement and Colonial Politics in Bengal 1921-1936*. University Press Limited, Dhaka, p. 45.

3.9 Attitudes Towards Generation Flow

In the existing socio-cultural value system, the male children of the family maintain generation flow. Female children are considered as temporary guests at their parents' home until they get married. Their generation status is by and large merged with those of their husbands' families. In reality, this is the socially valued and culturally tuned generation flow system in our society, where women have virtually no room for maintaining generation flow of their own.

The respondents of the present study were asked to opine whom they prefer for maintaining their generation flow. Most of the respondents at junior (70%) and mid (78.9%) levels do not have any gender preference for maintaining their generation flow i.e. both the genders can play this role. Interestingly, none of the female respondents at any level preferred female children to maintain their generation flow [Table-48]. The senior level respondents rigidly preferred male children for their generation flow. Only a very few respondents at junior (4.2%) and mid (1.4%) levels preferred female children for their generation flow.

Although the generation flow is a vital issue in gender disparity and most of the junior and mid level male respondents are in favour of bringing about a change in the existing system, the female respondents do not have such attitude. The reasons are yet to be spell out.

From the above observations, one may conclude that it's a very sensitive area, where the society as a whole may not yet be ready to compromise gender preference. This needs a total restructuring of the society, which still remains a far cry.

3.10 Privilege & Empowerment

Statistics generated by UNDP shows that there is no correlation between income level and gender disparity in a society. This means that elimination of gender disparity and ensuring women's empowerment do no necessarily depend upon high income. According to the Human Development Report 2000 of UNDP, Norway stands top in women's empowerment [Table-1], whereas there are many other countries of the world whose income level is much higher. It has been observed that gender empowerment situation of many developing countries is much better than those of many rich and developed countries[65]. For example, Barbados secured higher position in gender empowerment than those of Switzerland, Australia and Belgium; Trinidad & Tobago and Iriland secured higher position than that of the UK; Bahamas secured higher position than those of Portugal and Spain. This indicates that gender empowerment can be achieved/ensured even with low-income level. GEM situation in Bangladesh is much better than those of many other developing nations of the world with similar socio-cultural characteristics.

In fact, women's empowerment is a concept that includes a package programme consisting of different socio-cultural, economic, political and legal issues. As an enthusiastic signatory to both NFS (Nairobi Forward Looking Strategies) and CEDAW and having conflicting socio-cultural matrix Bangladesh is planning to undertake the crucial approaches and broad-based principles, where women would not be perceived as passive beneficiaries of economic growth and socio-political development but as key players and participants in their own rights. Importance is given to mobilize women as a political force and increase their participation in decision-making

---

[65] Rahman. Shaheen (1998). : *About Gender and Development.* Steps Towards Development, Dhaka, p. 11.

process at all levels of society, in the family, community and nation[66]. Recruitment of women in Army Long Course is considered to be a milestone to this end[67]. Women's participation in both electoral and representative politics has increased over the years[68] [Table-56]. This reflects the attitudinal changes in the society. Moreover, women's marginalized situation in politics, especially electoral politics went through somewhat qualitative changes during the democratic movement of 1990. Women from all strata including housewives participated in this agitational politics. Most importantly, the movement was led by Three-Alliances, of which, two were led by two women leaders — Begum Khaleda Zia of BNP and Sheikh Hasina of Awami League. Though both women were co-opted due to kinship relations, they demonstrated remarkable tenacity in hanging on to party leadership and keeping their parties from fragmentation. Furthermore, a number of women politicians in both BNP and Awami League emerged on their own rights i.e. through competitiveness, effectiveness and efficacy. During the parliamentary election of 1991 and 1996 36-40 women candidates, double the number of 1986, contested in different constituencies. Women's electoral participation is showing positive trends.

Considering DWAN (Development Alternatives with Women for a New Era) approach of political empowerment in

---

[66] Choudhury, Dilara (1995). : Women's Participation in the Formal Structure and Decision-Making Bodies in Bangladesh. In : *Empowerment of Women : Nairobi to Beijing (1985-19950*, Women for Women, Dhaka, pp. 2-4.

[67] Halder, Nilratan (2000). : Women in the Army : A Big Breakthrough in Gender Equality. In : *Observer Magazine*, Friday, July 28, 2000, Dhaka, pp. 3-5.

[68] op cit, p. 7.

Bangladesh context the study has given focuses not only on narrow institutional matters but also on (a) women's position for entry into different power-bases of the society & into decision-making processes, and on (b) grassroots movement & conscientization. The idea of political empowerment in Bangladesh is very recent. The WID (Women in Development) concept had its entry into Bangladesh during UN Women's Decade from 1985-1995. Initially, the grassroots movement and conscientization programmes of different NGOs were thought to be a part of social service activities. But recently it has emerged as an able tool for women's political empowerment, where other issues of women's empowerment like health and family planning, rural credit and income generation, education, advocacy, skill development training and conscientization etc have been incorporated. The Government has also undertaken several women-centered projects and programmes like VGFP (Vulnerable Group Feeding Programme), Rural Credit Progamme etc. Women in both rural and urban settings have been increasingly taking up new challenges and accepting non-traditional works very often[69]. All these are indicators of women's empowerment.

Although a considerable improvement has taken place in women's legal position in the society, women in Bangladesh, as elsewhere, are commonly depicted as subjugated and subordinated in a patriarchally dominated society. The image of subordination is aggravated and amplified by the traditional views of stereotype female roles in the family and society. The main factors contributing to this subordination are the negative impact of tradition, religion, patriarchy, seclusion and paternalistic attitudes in the socio-economic and legal spheres. In fact, women in Bangladesh do not really want to have their

---

[69] Huq, Jahanara (1995). : Empowerment of Women in Bangladesh : The Rural Scenario. In : *Empowerment of Women : Nairobi to Beijing (1985-1990*, Women for Women, Dhaka, pp. 62-65.

rights like women in western or developed world. They have their own conceptual framework of freedom and rights, which are to ensure their peaceful, dependable and trust-worthy life in the society.

Almost all the respondents believe that males are physically stronger than females [Table-49]. Even all the female respondents have the same kind of belief. In fact, discrimination in entitlements, power and authority originates from this type of attitude. All the female respondents believe that women belong to less privileged section of our society. Most of the male respondents (80.50%) also think so. A very few of them (19.50%) do not agree to the prevalence of such discrimination [Table-50]. According to the respondents, illiteracy, socio-cultural values, poverty, religious belief and feelings etc are the most important causes of women's backwardness in the society [Table-51]. Other important causes are over population, physical characteristics, belief on the maintenance of generation flow, benefit-returns capacity etc.

Table-52 indicates that most of the respondents (81.4%) support women's empowerment in the perspective of women's backwardness. Interestingly two of the female respondents belonging to mid level government officials do not believe in women's empowerment, whereas most of the male respondents (78.5%) support it.

Again, the respondents were given some identified issues or areas in favour of women's empowerment and were asked to rank the strengths of their opinion. Increased privilege for women's education, controlling population growth, reduction of poverty, enlightening people through proper religious knowledge, enrichment of socio-cultural values, decision making etc. were rated very high for women's empowerment by

the respondents. But political involvement of women and modernization of legal provision were not given that much importance by most of the respondents [Table-53].

3.11 Reproductive Rights and Reproductive Health

Reproductive rights and reproductive health is not a well-discussed issue in Bangladesh. Women themselves do not give much attention to the issue. Our socio-cultural tradition does not encourage and teach to discuss this topic in our society openly. Only in recent years, rich and middle class women in urban areas, especially in the capital city have echoed the concept of reproductive rights and reproductive health[70].

Reproductive health status of a society is determined largely by its socio-economic condition. Lack of gender-specific optimal nutrition, access to safe water and sanitation, lower status of women and environmental hazards have negative effects on reproductive health of the society. An individual's life style or behaviour, more importantly, sexual behaviour is another important determinant. The availability, use and efficiency of health care services are also important determinants of reproductive health. The present study has not considered the technical aspect but has focused on the attitudinal issues of reproductive rights and reproductive health situation in Bangladesh.

Fertility in Bangladesh appears to have declined substantially over the last 2-3 decades. This might have been achieved by higher contraceptive prevalence rate in the country. Very little is known about the status of infertility and facilities for

---

[70] Akhter, Farida (1994). : Reproductive Rights : A Critique from the Realities of Bangladesh Women. In : Jahan, Roushan et al ed. : *Reproductive Rights and Women Health*, Women for Women, Dhaka. P. 46.

diagnosis and treatment of infertility. The information on sexual health is also too scanty to warrant any meaningful interpretation. The risk of maternal mortality is 150 times greater than developed countries[71]. The health situation of children in Bangladesh is also in general, very poor.

The idea of reproductive right is very new in Bangladesh. Common understanding of this right is that women should decide and control their own bodies and reproductive behaviour. Reproductive right premises the assertion on individual right of women over her reproductive power. Women often sensationalize the issue by extending the concept to include whole of female physiology. This excludes the question of political emancipation of women. The term "reproductive rights" does not imply the same meaning to women in Bangladesh as it does to women in the western societies.

The lives of women in Bangladesh are dictated. The family, community, society, nation and even the aid-giving agencies play vital roles in dictating over women's reproductive rights and behaviours. Population control has been a declared government policy since sixties. Various donor agencies have impositions to women's reproductive rights. Therefore, "the reproductive right" in Bangladesh is clearly a disguise of the population controllers. Even in personal or family level, the attitudes towards reproductive rights are such that when a woman get married, she is supposed to surrender her body under the control of her husband[72].

---

[71] Akhter, Halida Hanum (1994). : Concept Presentation and Related Issues on Reproductive Health. In : Jahan, Roushan et al ed. : *Reproductive Rights and Women Health*, Women for Women, Dhaka. p. 9.

[72] Jahan, Roushan et al ed. : *Reproductive Rights and Women Health*, Women for Women, Dhaka. p. 86.

3.12 Major Causes of Attitudinal Problems & Means of Eliminating/Addressing Them : Respondents' Views

The respondents were asked to identify the major causes of attitudinal problems towards gender issues and to find out the ways and means for eliminating discrepancies between genders. They were also asked to provide suggestions for addressing attitudinal problems towards gender issues.

Lack of proper education has been identified as the most important cause of creating attitudinal problem towards gender issues. The respondents have identified religious superstitions, customs, social practices, lack of awareness and social structure as the other important causes. "Poverty" has been identified as one of the most important causes of attitudinal problems by some of the respondents. They think that poverty is a very vital factor that affects one's ability to avail required opportunities for appropriate mental development. Non-acceptance of women's free movement and psychology or ego[73] have also been identified as the causes of attitudinal problems [Table-54].

The respondents think that developing social awareness (24.7%), proper education or increased literacy rate (18.2%), women's empowerment through allowing them to choose their career freely (13.2%) etc. would be the most important means to eliminate gender discrepancies. Encouraging women's participation in development (8.8%), prohibition of early marriage (7%), motivation (6.4%), ensuring equal birth rights for women (5.5%), diminishing legislative disparity and empowerment of women (4.7%) were identified as effective

---

[73] Here psychology or ego refers to one's negative mental make-up towards gender issues. In a patriarchal society like Bangladesh, there are many males who are not mentally ready to tolerate/accept women's superiority over them, even if a woman can prove herself to be superior than the males in a particular society.

interventions to this end by some of the respondents. A very few of the respondents identified "ensuring women's candidature in national election" and "poverty alleviation" as the means of eliminating gender discrepancies.

The respondents suggested that proper education (21.5%), increasing educational facilities for women (16.8%), ensuring equal rights of women in all spheres of life (15.0%), legal support by the state (12.2%) women's empowerment (10.2%), bringing changes in outlook through motivation (8.4%) would be the most effective ways to address different attitudinal problems. The other suggestions made by the respondents to this end were eradication of poverty (7.5%), inclusion of gender issues in curriculum (4.7%) and stopping evil elements with all might those are hindering women's emancipation [Table-54].

CHAPTER - IV

4.0 Recommendations, Policy Suggestions & Conclusion

4.1 Recommendation & Policy Suggestions

Studies have observed noticeable attitudinal changes towards different aspects of gender issues throughout the history of human civilization. Bangladesh has also experienced several changes. But the problems in this respect are still knotty. The society has to undertake a lot of interventions to eliminate the existing problems related to gender issues.

The Government officials are considered to be the key agents of social change. They can play a vital role in eliminating the prevalent gender disparity in our society. By looking into their attitudes towards gender issues, the present study has identified three strategic approaches which need to be followed for playing such roles by the Government officials. They are as follows :

(a) The attitudes of many of the Government officials towards some specific aspects of gender issues are not favourable to gender parity. Training curriculum for the Government officials should incorporate such gender issues to inculcate attitudinal changes among them.

(b) Some gender issues need to be addressed at policy level. The Government officials, specially at the senior level, play a key role in policy making processes. Their attitudinal changes towards such issues will contribute a

there is no guarantee that males will take care of their parents during old age), the scenario of gender preference would have been quite different. Women's empowerment through mass participation in socio-economic development activities and an appropriate legal framework can be very effective to minimize the existing gender disparity.

- More emphasis need to be given to eradicate the psychological barriers rather than to improve physical environment towards gender issues.

B. Recommendations Related to Policy Formulation

- Women's contributions to all spheres of life should be legally, socially and nationally recognized. A mass movement is required to reshape the nutritional status of women through motivation and counseling.

- Nutritional education should be incorporated both in formal and informal education systems in the country.

- Education should be regarded as the basic tool of full promotion and improvement of women's status.

- Gender discrimination in providing health care services should be socially and legally treated as a punishable offence. More cares for women should be ensured free of cost during pregnancy and lactation.

- Special preference should be given to women in some specific areas of employment opportunities like medical treatment, teaching, nursing, day care services, secretarial jobs, computer including IT, telephone operating, banking etc. They should also be given

appropriate opportunities to develop themselves in such lines.

- Working women need to be provided with more security in working place. More protection measures should be ensured against any kind of harassment.
- More freedom should be extended to women in making their own decisions both at family and job-situations.
- The country needs to develop and adopt a strategic plan to bring about extensive changes in the existing attitudes of the society as a whole and ensure greater participation of women in development and nation building activities.
- In the country's present context, the nation should adopt a strategic plan to bring women into national and other level politics through a comparatively safer ways like UP election system, where women have provision of some reserved seats to contest.
- "Women's empowerment" should not be considered as an isolated aspect of gender issues. It should be considered as a package deal consisting of different socio-cultural, economic, political and legal issues.
- The problems of reproductive health should be given more emphasis in the national strategic plan of actions. Reproductive health should be included in curriculum of both in formal and non-formal education systems in the country for changing the existing social value systems.

C. Recommendations Related to Implementation of the Government Policies, Plans and Programmes

- Motivational activities, counseling and advocacy towards promising future of women's education in contributing to the country's economic emancipation,

human and national development should be adopted as basic strategies to eradicate gender discrimination.

- Special preference should be extended to women for some special areas of education like medicine, computer science, nursing, home economics, social science/ welfare etc.

- Women should be encouraged to shoulder more responsibilities in the working environment. Such engagement will increase and improve their capabilities.

- Gender discrimination towards generation flow is still a very sensitive area to the society as a whole. A total restructuring of the society's value system is needed to address the issue, which is not possible overnight. Therefore, this area should be handled very carefully.

- The problems of reproductive rights should be handled at personal and family levels, until the government changes its population policy. Extensive motivation, conscientization, advocacy and counseling can be very effective to this end.

4.2 Conclusion

Gender issues bear socio-economic, cultural and political connotations. Therefore, these should be handled socially, economically, culturally, legally and politically. As a key social change agent, the Government officials can play a vital role in actualizing gender parity, equity and equality. In playing such roles by the Government officials, there is a need to follow three strategic approaches. Firstly, the attitudes of the Government officials themselves that regulate their life style, need to be changed to some specific aspects of gender issues.

Secondly, their attitudes towards formulating policies, plans and programmes need to be gender friendly. Thirdly, the problems mostly lie in the grass root levels, where lack of education is very high; religious superstitions are still deep-rooted in every pore of the society; cultural believes have been integrated into life styles and poverty has stricken doorsteps of people. There is a need for undertaking effective motivation and conscientization strategies by owning the problems at all levels, in the family, community, society and nation. NCWD should take pioneer role in implementing the recommendations made in the present study. The Government officials of different levels should undergo such training that they can understand all these problems appropriately and take gender-friendly steps towards various gender issues.

TABLES

Table-1 : Comparative HRD & Gender Disparity Indices of Selected Countries

Country	HDI		GDI		GEM		HPI-1		HPI-2	
	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value
High Human Development										
Canada	1	0.935	1	0.932	8	0.739			11	11.8
Norway	2	0.934	2	0.932	1	0.825			1	7.3
United States	3	0.929	4	0.927	13	0.707			18	15.8
Australia	4	0.927	3	0.927	11	0.715			13	12.2
Medium Human Development										
Costa Rica	48	0.797	46	0.789	24	0.553	2	4.0		
Croatia	49	0.795	45	0.790	34	0.517			-	-
Trinidad & Tobago	50	0.793	48	0.784	22	0.583	5	5.1		
Dominica	51	0.793	-	-	-	-	-	-		
Low Human Development										
Bhutan	142	0.483	-	-	-	-	-	-		
Nepal	144	0.474	119	0.449	-	-	80	51.3		
Bangladesh	146	0.461	121	0.441	67	0.305	63	37.8		
Niger	173	0.293	143	0.280	70	0.119	85	64.7		

Source : UNDP : *Human Development Report 2000*. Oxford University Press, pp. 157-173.

Note : HRD=Human Resource Development, HDI=Human Development Index, GDI=Gender-related Development Index, GEM=Gender Empowerment Measures, HPI=Human Poverty Index

Annexure-1

Table-2 : Age-Sex Distribution of Respondents

Age Group	Respondents											
	Junior			Mid			Senior			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
> 25	4 (1.7)	-	4 (1.4)	-	-	-	-	-	-	4 (1.0)	-	4 (0.8)
25-30	112 (47.3)	33 (63.5)	145 (50.2)	-	-	-	-	-	-	112 (28)	33 (45.2)	145 (30.7)
31-35	45 (18.9)	12 (23.1)	57 (19.7)	-	-	-	-	-	-	45 (11.3)	12 (16.4)	57 (12.0)
36-40	22 (9.3)	2 (3.8)	24 (8.3)	37 (29.1)	10 (50)	47 (31.9)	-	-	-	59 (14.7)	12 (16.4)	71 (15.0)
41-45	19 (8.0)	3 (5.8)	22 (7.6)	17 (13.4)	7 (35)	24 (16.3)	2 (5.5)	-	2 (5.4)	38 (9.5)	10 (13.7)	48 (10.2)
46-50	35 (14.8)	2 (3.8)	37 (12.8)	36 (28.4)	3 (15)	39 (26.5)	10 (27.8)	-	10 (27)	81 (20.3)	5 (6.8)	86 (18.2)
51-55	-	-	-	37 (29.1)	-	37 (25.3)	18 (50)	1 (100)	19 (51.4)	55 (13.7)	1 (1.4)	56 (11.8)
55+	-	-	-	-	-	-	6 (16.7)	-	6 (16.2)	6 (1.5)	-	6 (1.3)
Total	**237 (100.**	**52 (100)**	**289 (100)**	**127 (100)**	**20 (100)**	**147 (100)**	**36 (100)**	**1 (100)**	**37 (100)**	**400 (100)**	**73 (100)**	**473 (100)**

Note : Fig. within the parenthesis indicates relative frequency.

Table-3 : Gender Distribution of Respondents by Their Level of Education

Level of Education	Respondents											
	Junior			Mid			Senior			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Graduate	105 (44.3)	12 (23.1)	117 (40.6)	31 (24.4)	-	31 (21.0)	6 (16.7)	-	6 (16.2)	142 (35.5)	12 (16.4)	154 (32.6)
Masters	131 (55.3)	39 (75.0)	170 (58.8)	96 (75.6)	18 (90.0)	114 (77.6)	27 (75.0)	1 (100)	28 (75.7)	254 (63.5)	58 (79.5)	312 (66.0)
M. Phil	-	1 (1.9)	1 (0.3)	-	2 (10.0)	2 (1.4)	2 (5.6)	-	2 (5.4)	2 (0.5)	3 (4.1)	5 (1.0)
Ph. D.	1 (0.4)	-	1 (0.3)	-	-	-	1 (2.7)	-	1 (2.7)	2 (0.5)	-	2 (0.4)
Total	237 (100)	52 (100)	289 (100)	127 (100)	20 (100)	147 (100)	36 (100)	1 (100)	37 (100)	400 (100)	73 (100)	473 (100)

Note : Fig. within the parenthesis indicates relative frequency.

Table-4 : Gender Distribution of Respondents by Their Length of Service

Length of Service(Yr.)	Respondents					
	Male		Female		Total	
	No.	%	No.	%	No.	%
>5	49	12.4	5	6.8	54	11.4
5-9	113	28.4	37	50.7	150	31.7
10-15	71	17.4	21	28.8	92	19.5
16-20	49	12.3	6	8.2	55	11.6
20+	118	29.5	4	5.5	122	25.8
Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-5 : Gender Distribution of Respondents by Their Age and Marital Status

Age Group	Number of Respondents								
	Married			Unmarried			Total		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
> 25	-	-	-	4 (4.8)	-	4 (4.2)	4 (1.0)	-	4 (0.8)
25-30	50 (15.7)	21 (35.0)	71 (18.8)	62 (74.7)	12 (92.3)	74 (77.0)	112 (28.0)	33 (45.2)	145 (30.8)
31-35	33 (10.4)	11 (18.3)	44 (11.7)	12 (14.5)	1 (7.7)	13 (13.6)	45 (11.3)	12 (16.4)	57 (12.0)
36-40	59 (18.6)	12 (20.0)	71 (18.8)	-	-	-	59 (14.8)	12 (16.4)	71 (15.0)
41-45	36 (11.4)	10 (16.8)	46 (12.3)	2 (2.4)	-	2 (2.2)	38 (9.5)	10 (13.8)	48 (10.1)
46-50	80 (25.3)	5 (8.3)	85 (22.6)	1 (1.2)	-	1 (1.0)	81 (20.3)	5 (6.8)	86 (18.2)
51-55	54 (17.0)	1 (1.7)	55 (14.5)	1 (1.2)	-	1 (1.0)	55 (13.7)	1 (1.4)	56 (11.8)
55+	5 (1.6)	-	5 (1.3)	1 (1.2)	-	1 (1.0)	6 (1.5)	-	6 (1.3)
Total	**317 (100)**	**60 (100)**	**377 (100)**	**83 (100)**	**13 (100)**	**96 (100)**	**400 (100)**	**73 (100)**	**473 (100)**

Note : Fig. within the parenthesis indicates relative frequency.

Table-6 : Gender Distribution of Respondents by Their Job-Level/Position and Level of Education

Educational Level	Gender	Respondents by Job-Level							
		Junior		Mid		Senior		Total	
		No.	%	No.	%	No.	%	No.	%
Graduate	Male	105	36.3	31	21.0	6	16.2	142	30.1
	Female	12	4.1	-	-	-	-	12	2.5
	Total	117	40.4	31	21.0	6	16.2	154	32.6
Masters	Male	131	45.3	96	65.4	27	73.0	254	53.7
	Female	39	13.5	18	12.2	1	2.7	58	12.3
	Total	170	58.8	114	77.5	28	75.7	312	66.0
M. Phil	Male	-	-	-	-	2	5.4	2	0.4
	Female	1	0.3	2	1.3	-	-	3	0.6
	Total	-		2	1.3	2	5.4	5	1.0
Ph. D.	Male	1	0.3	-	-	1	2.7	2	0.4
	Female	-	-	-	-	-	-	-	-
	Total	1	0.3	-	-	1	2.7	2	0.4
Total	**Male**	237	82.0	127	86.4	36	97.3	400	84.6
	Female	52	18.0	20	13.6	1	2.7	73	15.4
	Total	**289**	**100.0**	**147**	**100.0**	**37**	**100.0**	**473**	**100.0**

Table-7 : Gender Distribution of Respondents by Their Job-Level/Position and Service Length

Service Length (in Yr.)	Gender	Respondents by Job-Level							
		Junior		Mid		Senior		Total	
		No.	%	No.	%	No.	%	No.	%
> 5	Male	49	16.9	-	-	-	-	49	10.4
	Female	5	1.7	-	-	-	-	5	1.1
	Total	54	18.7	-	-	-	-	54	11.4
5-9	Male	113	39.1	-	-	-	-	113	23.9
	Female	37	12.8	-	-	-	-	37	7.8
	Total	150	51.9	-	-	-	-	150	31.7
10-15	Male	22	7.6	48	32.7	1	2.7	71	15.0
	Female	6	2.0	15	10.2	-	-	21	4.4
	Total	28	9.7	63	42.9	1	2.7	92	19.4
16-20	Male	19	6.6	19	13.0	13	35.1	51	10.7
	Female	1	0.3	5	3.4	-	-	6	1.3
	Total	20	6.9	24	0.4	13	35.1	57	12.0
20+	Male	36	12.5	60	40.8	22	59.5	118	24.9
	Female	3	1.0	-	-	1	2.7	4	0.9
	Total	39	13.5	60	40.7	23	62.2	122	25.8
Total	**Male**	237	82.0	127	86.4	36	97.3	400	84.6
	Female	52	18.0	20	13.6	1	2.7	73	15.4
	Total	**289**	**100.0**	**147**	**100.0**	**37**	**100.0**	**473**	**100.0**

Annexure-1

Table-8 : Gender of Respondents and Job-Levels by Number and Nature of Manpower in Their Offices

Gender of Respondents	Job-Level	Nature of Manpower in their Offices					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Male	Junior	8359	27.7	2306	41.4	10665	29.8
	Mid	15015	49.7	2128	38.1	17143	47.9
	Senior	6840	22.6	1145	20.5	7985	22.3
	Sub-Total-I	**30214**	**100.0**	**5579**	**100.0**	**35793**	**100.0**
Female	Junior	1230	41.4	541	65.3	1771	46.7
	Mid	1714	57.8	284	34.3	1998	52.6
	Senior	23	0.8	3	0.4	26	0.7
	Sub-Total-II	**2967**	**100.0**	828	**100.0**	**3795**	**100.0**
Total	Junior	9589	28.9	2847	44.4	12436	31.4
	Mid	16729	50.4	2412	37.7	19141	48.4
	Senior	6863	20.7	1148	17.9	8011	20.2
	Total	**33181**	**100.0**	**6407**	**100.0**	**39588**	**100.0**

Table-9 : Frequency Distribution of Respondents by Gender and whether they consider the Identified Aspects as Gender Issues

Aspects of Gender Issues	Opinion of the Respondents as Gender Issues											
	Junior			Mid			Senior			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male Discrimination on Birth Right Between Male & female	101 (42.6)	132 (55.7)	233 (98.3)	60 (47.2)	65 (51.2)	125 (98.4)	17 (47.2)	19 (52.7)	36 (100)	178 (44.5)	216 (54.0)	334 (83.5)
Discrimination on Getting Food & Nutrition	92 (38.8)	141 (59.5)	233 (98.3)	53 (41.7)	69 (54.3)	122 (96.0)	18 (50.0)	18 (50.0)	36 (100)	163 (40.8)	228 (57.0)	391 (97.7)
Access to Education	162 (68.3)	72 (30.4)	234 (98.7)	70 (55.1)	35 (27.6)	105 (82.7)	25 (69.4)	11 (30.5)	36 (100)	257 (64.3)	118 (29.5)	375 (93.7)
Access to Health Care Facilities	151 (63.7)	81 (34.2)	232 (97.9)	72 (56.7)	55 (43.3)	127 (100)	28 (77.8)	8 (22.2)	36 (100)	251 (62.3)	144 (36.0)	395 (98.7)
Access to Employment	176 (74.2)	56 (23.6)	232 (97.9)	80 (62.9)	23 (18.1)	103 (81.1)	30 (83.3)	6 (16.6)	36 (100)	286 (71.5)	85 (21.2)	371 (92.7)
Freedom of Decision Making	180 (75.9)	53 (22.4)	233 (98.3)	76 (59.8)	47 (37.0)	123 (96.9)	33 (91.7)	3 (8.3)	36 (100)	289 (72.3)	103 (25.8)	392 (98.0)
Political Participation	168 (70.8)	62 (26.2)	230 (97.0)	82 (64.6)	10 (7.9)	92 (72.4)	32 (88.9)	4 (11.0)	36 (100)	282 (70.5)	76 (19.0)	358 (89.5)
Participation in the Socio-Economic Activities	194 (81.8)	37 (15.6)	231 (97.5)	79 (62.2)	15 (11.8)	94 (74.0)	35 (7.2)	1 (2.7)	36 (100)	308 (77.0)	53 (13.3)	361 (90.2)
Participation in the Business & Commercial Activities	177 (74.6)	53 (22.4)	230 (97.0)	75 (59.1)	21 (16.5)	96 (75.6)	35 (97.2)	1 (2.7)	36 (100)	287 (71.3)	75 (18.8)	362 (90.5)
Religious Belief & Feelings	153 (64.5)	73 (30.8)	226 (95.4)	68 (53.5)	23 (18.1)	91 (71.6)	27 (75.0)	9 (25.0)	36 (100)	248 (62.0)	105 (26.3)	353 (88.2)

Table-9 Continued.....

Aspects of Gender Issues	Opinion of the Respondents as Gender Issues											
	Junior			Mid			Senior			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Social & Cultural Values	178 (75.1)	55 (23.2)	233 (98.3)	67 (52.8)	28 (22.0)	95 (74.8)	29 (80.6)	7 (19.4)	36 (100)	274 (68.5)	90 (22.5)	364 (91.0)
Generation Flow	143 (60.3)	86 (36.3)	229 (96.6)	70 (55.1)	5 (3.9)	75 (59.0)	31 (86.1)	5 (13.8)	36 (100)	244 (61.0)	96 (24.0)	340 (85.0)
Legal Systems	136 (57.3)	94 (39.7)	230 (97.0)	71 (55.9)	35 (27.6)	106 (83.5)	30 (83.3)	6 (16.6)	36 (100)	237 (59.3)	135 (33.7)	372 (93.0)
Physical Characteristics	160 (67.5)	70 (29.5)	230 (97.0)	65 (51.2)	31 (24.4)	96 (75.6)	32 (88.9)	4 (11.0)	36 (100)	257 (64.2)	105 (26.2)	362 (90.5)
Reproductive Rights & Reproductive Health							3 (8.3)		3 (8.3)	3 (0.8)		3 (0.8)
Female Discrimination on Birth Right Between Male & female	23 (44.2)	27 (51.9)	50 (96.1)	16 (80.0)	3 (15.0)	19 (95.0)	1 (100)	-	1 (100)	40 (54.8)	30 (41.0)	70 (95.9)
Discrimination on Getting Food & Nutrition	25 (48.0)	26 (50.0)	51 (98.0)	15 (75.0)	4 (20.0)	19 (95.0)	1 (100)	-	1 (100)	41 (56.2)	30 (41.0)	71 (97.2)
Access to Education	28 (53.8)	22 (42.3)	50 (96.1)	18 (90.0)	1 (5.0)	19 (95.0)		1 (100)	1 (100)	46 (63.0)	24 (32.8)	70 (95.9)
Access to Health Care Facilities	26 (50.0)	24 (46.1)	50 (96.1)	16 (80.0)	4 (20.0)	20 (100)		1 (100)	1 (100)	42 (57.5)	29 (39.7)	71 (97.2)
Access to Employment	34 (65.3)	16 (30.7)	50 (96.1)	18 (90.0)	2 (10.0)	20 (100)	1 (100)	-	1 (100)	53 (72.6)	18 (24.6)	71 (97.2)
Freedom of Decision Making	36 (69.2)	14 (26.9)	50 (96.1)	16 (80.0)	3 (15.0)	19 (95.0)	1 (100)	-	1 (100)	53 (72.6)	17 (23.3)	70 (95.9)
Political Participation	39 (75.0)	11 (21.1)	50 (96.1)	16 (80.0)	4 (20.0)	20 (100)	1 (100)	-	1 (100)	56 (76.7)	15 (20.5)	71 (97.2)

Table-9 Continued.....

Annexure-1

Aspects of Gender Issues	Opinion of the Respondents as Gender Issues											
	Junior			Mid			Senior			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Participation in the Socio-Economic Activities	29 (55.7)	21 (40.3)	50 (96.1)	16 (80.0)	4 (20.0)	20 (100)	1 (100)	-	1 (100)	46 (63.0)	25 (34.2)	71 (97.2)
Participation in the Business & Commercial Activities	39 (75.0)	11 (21.1)	50 (96.1)	17 (85.0)	3 (15.0)	20 (100)	1 (100)	-	1 (100)	57 (78.0)	14 (19.1)	71 (97.2)
Religious Belief & Feelings	24 (46.1)	25 (48.0)	49 (94.2)	9 (45.0)	8 (40.0)	17 (85.0)	1 (100)	-	1 (100)	34 (46.5)	33 (45.2)	67 (91.7)
Social & Cultural Values	27 (51.9)	21 (40.3)	48 (92.3)	14 (70.0)	5 (25.0)	19 (95.0)		- (100)	1 (100)	41 (56.1)	27 (36.9)	68 (93.1)
Generation Flow	29 (55.7)	18 (34.6)	47 (90.3)	13 (65.0)	4 (20.0)	17 (85.0)	1 (100)	-	1 (100)	43 (58.9)	22 (30.1)	65 (89.0)
Legal Systems	29 (55.7)	18 (34.6)	47 (90.3)	15 (75.0)	5 (25.0)	20 (100)	1 (100)	-	1 (100)	45 (61.6)	23 (31.5)	68 (93.1)
Physical Characteristics	34 (65.3)	13 (25.0)	47 (90.3)	14 (70.0)	6 (30.0)	20 (100)	1 (100)	-	1 (100)	49 (67.1)	19 (26.0)	68 (93.1)
Total Discrimination on Birth Right Between Male & female	124 (42.9)	159 (55.0)	283 (97.9)	76 (51.7)	68 (46.2)	144 (97.9)	18 (48.6)	19 (43.2)	37 (100)	158 (33.4)	259 (54.7)	417 (88.2)
Discrimination on Getting Food & Nutrition	117 (40.5)	162 (57.8)	284 (98.3)	68 (46.2)	73 (49.6)	141 (95.9)	19 (51.4)	18 (48.6)	37 (100)	204 (43.1)	258 (54.5)	462 (97.7)
Access to Education	190 (65.7)	94 (32.5)	284 (98.3)	88 (59.9)	36 (24.5)	124 (84.4)	25 (67.6)	12 (32.4)	37 (100)	303 (64.0)	142 (30.0)	445 (94.0)
Access to Health Care Facilities	177 (61.2)	105 (36.3)	282 (97.6)	88 (59.9)	59 (40.1)	147 (100)	28 (75.7)	9 (24.3)	37 (100)	293 (61.9)	173 (36.5)	466 (98.5)
Access to Employment	210 (72.7)	72 (24.9)	283 (97.9)	98 (66.7)	25 (17.0)	123 (83.7)	31 (83.8)	6 (16.2)	37 (100)	339 (71.6)	103 (21.7)	442 (93.4)

Table-9 Continued.....

Annexure-1

Aspects of Gender Issues	Opinion of the Respondents as Gender Issues											
	Junior			Mid			Senior			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Freedom of Decision Making	216 (74.7)	67 (23.2)	283 (97.9)	92 (62.6)	50 (34.0)	142 (96.6)	34 (91.9)	3 (8.1)	37 (100)	342 (72.3)	120 (25.3)	462 (97.7)
Political Participation	207 (71.6)	73 (25.3)	280 (96.9)	98 (66.7)	14 (9.5)	112 (76.2)	33 (89.2)	4 (10.8)	37 (100)	338 (71.4)	91 (19.2)	429 (90.7)
Participation in the Socio-Economic Activities	223 (77.2)	58 (20.0)	281 (97.2)	95 (65.6)	19 (12.9)	114 (77.5)	36 (97.3)	1 (2.7)	37 (100)	354 (74.8)	78 (16.4)	432 (91.3)
Participation in the Business & Commercial Activities	216 (74.7)	64 (22.1)	280 (96.9)	92 (62.6)	24 (16.3)	116 (78.9)	36 (97.3)	1 (2.7)	37 (100)	344 (72.7)	89 (18.8)	433 (91.5)
Religious Belief & Feelings	177 (61.2)	98 (33.9)	275 (95.2)	77 (52.4)	31 (21.0)	108 (73.5)	28 (75.7)	10 (27.0)	37 (100)	282 (59.6)	138 (29.1)	420 (88.8)
Social & Cultural Values	205 (70.9)	67 (26.3)	281 (97.2)	81 (55.1)	33 (22.4)	114 (77.5)	29 (78.4)	7 (18.9)	37 (100)	315 (66.5)	117 (24.7)	432 (91.3)
Generation Flow	172 (59.5)	104 (36.0)	276 (95.5)	83 (56.5)	9 (6.1)	92 (62.6)	32 (86.4)	5 (13.5)	37 (100)	287 (60.6)	118 (24.9)	405 (85.6)
Legal Systems	165 (57.0)	112 (38.8)	277 (95.8)	86 (58.5)	40 (27.2)	126 (85.7)	31 (83.8)	6 (16.2)	37 (100)	282 (59.6)	158 (33.4)	440 (93.0)
Physical Characteristics	194 (67.1)	83 (28.7)	272 (95.8)	79 (53.7)	37 (25.1)	116 (78.9)	33 (89.2)	4 (10.8)	37 (100)	306 (64.6)	124 (26.2)	430 (90.0)
Reproductive Rights & Reproductive Health							3 (8.3)		3 (8.3)	3 (0.8)		3 (0.8)

Note : Fig. Within the parenthesis indicates relative frequency. Some of the respondents did not answer some of/all the questions/aspects.

Annexure-1

Table-10 : Spearman's Rank Correlation of Co-efficient for Checking Consistency of Views of the Respondents Regarding Aspects of Gender Issues

(Reference Table-9, Only Yes Answers have been taken)

Consistency of Views Between the	Resulted Value of r_s
Junior & Mid Level Government Officials	0.811
Mid & Senior Level Government Officials	0.875
Senior & Junior Level Government Officials	0.881
Males & Females of Different Level Government Officials	0.457

N. B. : Significant value of r_s at 0.05 = 0.456 and at 0.01 level = 0.645.

Table-11 : Gender Distribution of Respondents by Their Opinions about Preferences of Male Baby Rather than Female Baby and the Strengths/Degree of their Opinions (If yes).

Job-Level	Preference	Distribution of Respondents/Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	27	11.0	65.8	10	19.0	80.0	37	12.8	69.6
	No	112	47.0	-	34	65.0	-	146	50.5	-
	Indifferent	98	42.0	-	8	16.0	-	106	36.7	-
	Total/Average	237	100.0	65.8	52	100.0	80.0	289	100.0	69.6
Mid	Yes	12	9.4	75.0	2	10.0	66.7	14	9.5	75.7
	No	82	64.6	-	10	50.0	-	92	62.6	-
	Indifferent	33	26.0	-	8	40.0	-	41	27.9	-
	Total/Average	127	100.0	75.0	20	100.0	66.7	147	100.0	75.7
Senior	Yes	28	77.8	69.89	1	100.0	80.0	29	78.4	73.9
	No	6	16.7	-	-	-	-	6	16.2	-
	Indifferent	2	5.5	-	-	-	-	2	5.4	-
	Total/Average	36	100.0	69.9	1	100.0	80.0	37	100.0	73.9
Grand Total	Yes	67	16.6	69.2	13	17.8	78.0	80	16.9	73.0
	No	200	50.0	-	44	60.3	-	244	51.6	-
	Indifferent	133	33.4	-	16	21.9	-	149	31.5	-
	Total/Average	400	100.0	69.2	73	100.0	78.0	473	100.0	73.0

Annexure-1

Table-12 : Reasons given by the Respondents Regarding Their Preferences of Male Baby Rather than Female Baby

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Junior	Male	- In future, the male baby will become the source of income (50). - Male baby will maintain the generation flow (31).	
	Female		
Mid	Male	- The society is still male dominant (9) - Because of leadership quality of male (5) - Male baby provide social security to his parents during old age (7)	- Because of social security during old age (2)
	Female		

Table-12 Continued.....

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Senior	Male	- Male baby will take care of his parents in old age. - Males are preferred as social practices (2). - In the present socio-economic context, female child can not uphold family status. - For maintaining generation flow (3). - Psychological reasons. - Males can freely move outside home (2).	
	Female	- If female baby is brought up properly, they can also help their parents. - There is no guarantee that male will help their parents. - Both male and female can contribute to the nation. - Female baby helps her mother in keeping the house neat & clean. - Both are equal in all sphere of life (25).	- Both are equal in all sphere of life (1).

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Annexure-1

Table-13 : Frequency Distribution of the Respondents by Their Choice of Male or Female Baby in Case of One Child

Job-Level	Choice	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Male	110	46.0	21	40.4	131	45.4
	Female	62	26.0	28	53.8	90	31.1
	Indifferent	65	28.0	3	5.8	68	23.5
	Sub-Total	**232**	**100.0**	**52**	**100.0**	**289**	**100.0**
Mid	Male	41	32.3	-	-	41	27.9
	Female	24	18.9	11	55.0	35	23.8
	Indifferent	62	48.8	9	45.0	71	48.3
	Sub-Total	**127**	**100.0**	**20**	**100.0**	**147**	**100.0**
Senior	Male	33	91.7	1	100.0	34	91.9
	Female	2	5.6	-	-	2	5.4
	Indifferent	1	2.7	-	-	1	2.7
	Sub-Total	**36**	**100.0**	**1**	**100.0**	**37**	**100.0**
Grand Total	Male	184	46.0	22	30.1	206	43.6
	Female	88	22.0	39	53.4	127	26.8
	Indifferent	128	32.0	12	16.5	140	29.6
	Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-14 : Gender Distribution of Respondents by Their Opinions Whether Male Needs More Food for Their Hard Working Nature than Female and the Strengths/Degree of their Opinions (If Yes)

Job-Level	Preference	Distribution of Respondents/ Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	74	31.2	69.7	16	33.8	57.5	90	31.2	67.5
	No	123	51.9	-	30	57.7	-	153	52.9	-
	Indifferent	40	16.9	-	6	11.5	-	46	15.9	-
	Sub-Total	**237**	**100.0**	**69.7**	**52**	**100.0**	**57.5**	**289**	**100.0**	**67.5**
Mid	Yes	36	38.4	70.3	6	30.0	65.0	42	28.6	69.5
	No	31	24.4	-	7	35.0	-	38	25.7	-
	Indifferent	60	47.2	-	7	35.0	-	67	45.7	-
	Sub-Total	**127**	**100.0**	**70.3**	**20**	**100.0**	**65.0**	**147**	**100.0**	**69.5**
Senior	Yes	12	33.3	71.0	1	100.0	60.0	13	35.1	70.2
	No	18	50.0	-			-	18	48.6	-
	Indifferent	6	16.7	-			-	6	16.3	-
	Sub-Total	**36**	**100.0**	**71.0**	**1**	**100.0**	**60.0**	**37**	**100.0**	**70.2**
Grand Total	Yes	122	30.5	70.0	23	31.5	59.7	145	30.7	68.3
	No	172	43.0	-	37	50.7	-	209	44.2	-
	Indifferent	106	26.5	-	13	17.8	-	119	25.1	-
	Total	**400**	**100.0**	**70.0**	**73**	**100.0**	**59.7**	**473**	**100.0**	**68.3**

Annexure-1

Table-15 : Gender Distribution of Respondents by Their Opinions Whether They Prefer Good Food for Male Baby Rather than Female Baby and the Strengths/Degree of their Opinions (If Yes).

Job-Level	Preference	Distribution of Respondents/Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	7	3.1	80.0	-	-		7	2.4	80.0
	No	202	85.2	-	49	94.2		251	86.9	-
	Indifferent	28	11.8	-	3	5.8		31	10.7	-
	Sub-Total	**237**	**100.0**	**80.0**	**52**	**100.0**		**289**	**100.0**	**80.0**
Mid	Yes	5	3.9	84.0	-	-		5	3.4	84.0
	No	12	9.5	-	-	-		12	8.2	-
	Indifferent	110	86.6	-	20	100.0		130	88.4	-
	Sub-Total	**127**	**100.0**	**84.0**	**20**	**100.0**		**147**	**100.0**	**84.0**
Senior	Yes	15	41.7	62.8	-	-		15	40.5	62.8
	No	13	36.1	-	-	-		13	35.1	-
	Indifferent	8	22.2	-	1	100.0		9	24.4	-
	Sub-Total	**36**	**100.0**	**62.8**	**1**	**100.0**		**37**	**100.0**	**62.8**
Grand Total	Yes	27	6.8	71.2	-	-		27	5.7	71.2
	No	227	56.8	-	49	67.1		276	58.4	-
	Indifferent	146	36.4	-	24	32.9		170	35.9	-
	Total	**400**	**100.0**	**71.2**	**73**	**100.0**		**473**	**100.0**	**71.2**

Table-16 : Reasons Given by the Respondents Regarding Their Preferences of More/Good Food for Male Baby Rather than Female Baby.

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Junior	Male		- Males need more calories for their hard work.
	Female		- Nature of job will determine who needs good food.
Mid	Male	- It is the reality and generally accepted that males have to shoulder the family burden and work hard to maintain the family (5)	
	Female		
Senior	Male	- It's a natural requirement. - Socio-cultural practices. - Male members take up arduous job. - Males work harder and they are physically bigger (2). - Hard working male requires more calories.	
	Female	- Nature of job will determine who needs good food.	- Nature of job will determine who needs good food.

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Annexure-1

Table-17 : Gender Distribution of Respondents by Their Opinions Whether They Believe that Discrimination Between Male and Female Exists in the Society for Having Their Education and the Strengths/Degree of their Opinions (If Yes).

Job-Level	Preference	Distribution of Respondents/Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	154	65.0	66.6	35	67.3	75.5	189	65.4	68.3
	No	75	31.6	-	15	28.8	-	90	31.1	-
	Indifferent	8	3.4	-	2	3.9	-	10	3.5	-
	Sub-Total	**237**	**100.0**	**66.6**	**52**	**100.0**	**75.5**	**289**	**100.0**	**68.3**
Mid	Yes	91	71.7	85.3	16	80.0	83.2	107	72.8	85.0
	No	12	9.5	-	-	-	-	12	8.2	-
	Indifferent	24	18.8	-	4	20.0	-	28	19.0	-
	Sub-Total	**127**	**100.0**	**85.3**	**20**	**100.0**	**83.2**	**147**	**100.0**	**85.0**
Senior	Yes	36	100.0	79.1	1	100.0	80.0	37	100.0	79.1
	No	-	-	-	-	-	-	-	-	-
	Indifferent	-	-	-	-	-	-	-	-	-
	Sub-Total	**36**	**100.0**	**79.1**	**1**	**100.0**	**80.0**	**37**	**100.0**	**79.1**
Grand Total	Yes	281	70.2	74.3	52	71.2	78.0	333	70.4	74.9
	No	87	21.8	-	15	20.5	-	102	21.6	-
	Indifferent	32	8.0	-	6	8.3	-	38	8.0	-
	Total	**400**	**100.0**	**74.3**	**73**	**100.0**	**78.0**	**473**	**100.0**	**74.9**

Table-18 : Gender Distribution of Respondents by Their Opinions About Whether They Believe in Equal Access to Education Irrespective of Male and Female and the Strengths/Degree of their Opinions (If Yes).

Job-Level	Preference	Distribution of Respondents/Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	202	85.2	86.4	45	86.5	80.0	247	85.5	85.2
	No	22	9.3	-	6	11.5	-	28	9.7	-
	Indifferent	13	5.5	-	1	2.0	-	14	4.8	-
	Sub-Total	**237**	**100.0**	**86.4**	**52**	**100.0**	**80.0**	**289**	**100.0**	**85.2**
Mid	Yes	102	80.3	80.3	17	85.0	81.2	119	81.0	80.4
	No	5	63.9	-	-	-	-	5	3.4	-
	Indifferent	20	15.8	-	3	15.0	-	23	15.6	-
	Sub-Total	**127**	**100.0**	**80.3**	**20**	**100.0**	**81.2**	**147**	**100.0**	**80.4**
Senior	Yes	31	86.1	69.0	1	100.0	80.0	32	86.5	69.3
	No	5	13.9	-	-	-	-	5	13.5	-
	Indifferent	-	-	-	-	-	-	-	-	-
	Sub-Total	**36**	**100.0**	**69.0**	**1**	**100.0**	**80.0**	**37**	**100.0**	**69.3**
Grand Total	Yes	335	83.8	82.9	63	86.3	80.3	398	84.1	82.5
	No	32	8.0	-	6	8.2	-	38	8.0	-
	Indifferent	33	8.2	-	4	5.5	-	37	7.9	-
	Total	**400**	**100.0**	**82.9**	**73**	**100.0**	**80.3**	**473**	**100.0**	**82.5**

Table-19 : Gender Distribution of Respondents by Their Opinions Whether They Prefer Male for Higher Education than Female and the Strengths/Degree of their Opinions (If Yes)

Job-Level	Preference	Distribution of Respondents / Strength of Opinion (%)								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	41	17.3	77.1	1	2.0	60.0	42	14.5	76.7
	No	151	63.7	-	48	92.3	-	199	68.9	-
	Indifferent	45	19.0	-	3	5.7	-	48	16.6	-
	Sub-Total	**237**	**100.0**	**77.1**	**52**	**100.0**	**60.0**	**289**	**100.0**	**76.7**
Mid	Yes	12	9.4	83.2	-	-	-	12	8.2	83.2
	No	91	71.7	-	18	90.0	-	109	74.1	-
	Indifferent	24	18.9	-	2	10.0	-	26	17.7	-
	Sub-Total	**127**	**100.0**	**83.2**	**20**	**100.0**	**-**	**147**	**100.0**	**83.2**
Senior	Yes	29	80.6	79.7	1	100.0	60.0	30	81.1	79.0
	No	-	-	-	-	-	-	-	-	-
	Indifferent	7	19.4	-	-	-	-	7	18.9	-
	Sub-Total	**36**	**100.0**	**79.7**	**1**	**100.0**	**60.0**	**37**	**100.0**	**79.0**
Grand Total	Yes	82	20.5	78.9	2	2.7	60.0	84	17.8	78.7
	No	242	60.5	-	66	90.4	60.0	308	65.1	-
	Indifferent	76	19.0	-	5	6.9	-	81	17.1	-
	Total	**400**	**100.0**	**78.9**	**73**	**100.0**	**60.0**	**473**	**100.0**	**78.7**

Table-20 : Reasons Given by the Respondents Regarding Their Believes about the Education of Male and Female

Job-Level	Preference or Belief	Reasons Given by the Respondents	
		Male	**Female**
Junior	For Male	- Employment should be only on the basis of merit (23) - Ultimately the male takes the responsibility of the family (10)	- In merit-based recruitment women should not be given special privilege/quota (30)
	For Female	- There should be equal access to education (6). - Females are less in number in educational institutes (10) - Discrimination in education is not desirable (11)	- Male and female have equal right in case of employment (20) - For child education female must be the first choice as teacher (12) - Special preference is needed because females have less access to education (20)
Mid	For Male	- Educated male children have the opportunity to use their education in practical life.	
	For Female		

Table-20 Continued.....

Annexure-1

Job-Level	Preference or Belief	Reasons Given by the Respondents	
		Male	**Female**
Senior	For Male	- Male baby is the successor of the family. - More opportunity to higher education for females will create unemployed males. - Males are the pilots of generation flow.	
	For Female	- There should not be any discrimination in education whether it is male or female (12). - Discrimination exists among the illiterate parents in rural areas (3) - Female has less access to education (3). - Both have equal rights (13). - Female should have good education for an honourable job. - Discrimination will lead to imbalance in the social and family life and ultimately the nation will suffer in many respects.	

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-21 : Gender Distribution of Respondents by the Educational Levels and Sex of Their Children

Respondents' Level/Sex	Children's Sex	Distribution of Children by their Educational Levels (in Yr.)									
		1-2	3-4	5-6	7-8	9-10	11-12	Graduate	Masters	Above	Total
Junior Male	Male	9	7	11	7	12	43	11	3		103 (55.0)
	Female	9	6	6	4	7	38	9	5		84 (45.0)
	Total	**18**	**13**	**17**	**11**	**19**	**81**	**20**	**8**		**187 (100.0)**
Female	Male	1	2	1	2	-	6	1	-		13 (56.5)
	Female	-	1	3	3	-	3	-	-		10 (43.5)
	Total	**1**	**3**	**4**	**5**	**-**	**9**	**1**	**-**		**23 (100.0)**
Total	Male	10	9	12	9	12	49	12	3		116 (54.5)
	Female	9	7	9	7	7	41	9	5		94 (45.5)
	Total	**19**	**16**	**21**	**16**	**19**	**90**	**21**	**8**		**213 (100.0)**
Mid Male	Male	18	15	12	9	16	23	20	6		119 (51.1)
	Female	22	10	7	13	14	21	22	5		114 (48.9)
	Total	**40**	**25**	**19**	**22**	**30**	**44**	**42**	**11**		**233 (100.0)**
Female	Male	3	4	1	1	2	-	2	-		13 (48.1)
	Female	2	2	5	1	1	1	2	-		14 (51.9)
	Total	**5**	**6**	**6**	**2**	**3**	**1**	**4**	**-**		**27 (100.0)**
Total	Male	21	19	13	10	18	23	22	6		132 (50.8)
	Female	24	12	12	14	15	22	24	5		128 (49.2)
	Total	**45**	**31**	**25**	**24**	**33**	**45**	**46**	**11**		**260 (100.0)**

Table-21 Continued.....

Annexure-1

Respondents' Level/Sex	Children's Sex	Distribution of Children by their Educational Levels (in Yr.)									
		1-2	3-4	5-6	7-8	9-10	11-12	Graduate	Masters	Above	Total
Senior Male	Male	-	-	1	1	1	7	21	15	3	49(57.6)
	Female	1	-	3	1	2	5	15	8	1	36 (42.4)
	Total	**1**	**-**	**4**	**2**	**3**	**12**	**36**	**23**	**4**	**85(100.0)**
Female	Male	-	-	-	-	-	-	-	1	--	1
	Female	-	-	-	-	-	-	1	-	-	1
	Total	**-**	**-**	**-**	**-**	**-**	**-**	**1**	**1**	**--**	**2**
Total	Male	-	-	1	1	1	7	22	16	3	51 (57.9)
	Female	1	-	3	1	2	5	16	8	1	37 (42.1)
	Total	**1**	**-**	**4**	**2**	**3**	**12**	**38**	**24**	**4**	**88 (100.0)**
Total Male	Male	28 (45.7)	23 (57.8)	24 (60.0)	18 (48.6)	29 (55.8)	73 (53.3)	52 (53.1)	24 (57.1)	3 (75.0)	274 (52.8)
	Female	32 (54.3)	16 (42.2)	16 (40.0)	18 (51.4)	23 (44.2)	64 (46.7)	46 (46.9)	18 (42.9)	1 (25.0)	244 (47.2)
	Total	**59 (100.0)**	**38 (100.0)**	**40 (100.0)**	**35 (100.0)**	**52 (100.0)**	**137 (100.0)**	**98 (100.0)**	**42 (100.0)**	**4 (100.0)**	**518 (100.0)**
Female	Male	4 (57.1)	4 (57.1)	2 (20.0)	3 (42.9)	2 (66.2)	6 (60.0)	3 (50.0)	1 (100.0)	--	25 (49.0)
	Female	3 (42.9)	3 (42.9)	8 (80.0)	4 (57.1)	1 (33.3)	4 (40.0)	3 (50.0)	-	--	26 (51.0)
	Total	7 (100.0)	7 (100.0)	10 (100.0)	7 (100.0)	3 (100.0)	10 (100.0)	6 (100.0)	1 (100.0)	--	51(100.0)
Grand Total	Male	32 (46.2)	27 (58.6)	26 (52.0)	21 (48.8)	31 (47.7)	79 (53.7)	5S5 (52.9)	25 (58.1)	3 (75.0)	299 (52.5)
	Female	35 (53.8)	19 (41.4)	24 (48.0)	22 (51.2)	24 (52.3)	68 (46.8)	49 (47.1)	18 (41.9)	1 (25.0)	270 (47.5)
	Total	**67 (100.0)**	**46 (100.0)**	**50 (100.0)**	**43 (100.0)**	**65 (100.0)**	**147 (100.0)**	**104 (100.0)**	**43 (100.0)**	**4 (100.0)**	**569 (100.0)**

Note : Fig. within the parenthesis indicates relative frequency.

Table-22 : Distribution of Respondents by the Remarks on Their Children's Education (Progress, Cares etc.) and Sex/Gender

Respondents' Level	Remarks	Distribution of Responses								
		Male Child			Female Child			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior	Progress	-	-	-	-	-	-	-	-	-
	Provide House Tutor	60 (83.3)	8 (66.7)	68 (80.9)	21 (37.5)	7 (70.0)	28 (42.4)	81 (63.3)	15 (68.2)	96 (64.0)
	Provide Other Cares	12 (16.7)	4 (33.3)	16 (19.1)	35 (62.5)	3 (30.0)	38 (57.6)	47 (36.7)	7 (31.8)	54 (36.0)
	Total	**72 (100.0)**	**12 (100.0)**	**84 (100.0)**	**56 (100.0)**	**10 (100.0)**	**66 (100.0)**	**128 (100.0)**	**22 (100.0)**	**150 (100.0)**
Mid	Progress	18 (37.5)	2 (66.7)	20 (39.2)	29 (31.8)	3 (60.0)	32 (33.3)	47 (35.8)	5 (62.5)	52 (35.4)
	Provide House Tutor	14 (29.2)	-	14 (24.5)	25 (27.5)	-	25 (26.0)	39 (28.0)	-	39 (26.5)
	Provide Other Cares	16 (33.3)	1 (33.3)	17 (33.3)	37 (40.7)	2 (40.0)	39 (40.7)	53 (36.2)	3 (37.5)	56 (38.1)
	Total	**48 (100.0)**	**3 (100.0)**	**51 (100.0)**	**91 (100.0)**	**5 (100.0)**	**96 (100.0)**	**139 (100.0)**	**8 (100.0)**	**147 (100.0)**
Senior	Progress	2 (4.1)	-	2 (100.0)	-	-	-	2 (4.0)	-	2 (2.3)
	Provide House Tutor	40 (81.6)	1 (100.0)	41 (82.0)	34 (94.4)	-	34 (91.9)	41 (82.0)	34 (91.9)	75 (86.2)
	Provide Other Cares	7 (14.3)	-	7 (14.0)	2 (5.6)	1 (100.0)	3 (8.1)	7 (14.0)	3 (8.1)	10 (11.5)
	Total	**49 (100.0)**	**1 (100.0)**	**50 (100.0)**	**36 (100.0)**	**1 (100.0)**	**37 (100.0)**	**50 (100.0)**	**37 (100.0)**	**87 (100.0)**

Table-22 Continued.....

Annexure-1

Respondents' Level	Remarks	Distribution of Responses								
		Male Child			Female Child			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	Progress	20 (11.8)	2 (12.5)	22 (11.8)	29 (15.8)	3 (16.7)	32 (15.9)	49 (15.6)	5 (14.7)	54 (15.6)
	Provide House Tutor	114 (67.5)	9 (56.2)	23 (66.5)	80 (43.7)	9 (50.0)	89 (44.3)	161 (51.4)	8 (52.9)	179 (51.6)
	Provide Other Cares	35 (20.7)	5 (31.3)	40 (21.7)	74 (40.5)	6 (33.3)	80 (39.8)	103 (33.0)	11 (32.4)	114 (32.8)
	Grand Total	**169 (100.0)**	**16 (100.0)**	**185 (100.0)**	**183 (100.0)**	**18 (100.0)**	**201 (100.0)**	**313 (100.0)**	**34 (100.0)**	**347 (100.0)**

Note : Fig. within the parenthesis indicates relative frequency.

Table-23 : Distribution of Respondents by Whether They Believe that Female Are Doing Well in Education Than Their Male Counterparts

Level of Respondents	Opinions	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	76	32.0	34	65.4	110	38.1
	No	84	35.5	3	5.8	87	30.1
	Indifferent	77	32.5	15	28.8	92	31.8
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Yes	67	52.8	13	65.0	80	54.4
	No	18	14.2	-	-	18	12.2
	Indifferent	42	33.0	7	35.0	49	33.4
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Yes	23	64.0			23	62.2
	No	7	19.5	1	100.0	8	21.6
	Indifferent	6	16.6	-	-	6	16.2
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Yes	166	41.5	47	64.4	213	45.0
	No	109	27.3	4	5.5	113	23.9
	Indifferent	125	31.2	22	30.1	147	31.1
	Grand Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Annexure-1

Table-24 : Reasons Given by the Respondents by Their Believe/Opinions Whether Female Are Doing Well in Education Than Their Male Counterparts

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Junior	Yes		- Females are more attentive (30) - Female can concentrate more than their male counterparts (21) - Females are more responsible (18) - Females are more result oriented and they are patient (22)
	No	- Girls are discouraged in education because of religious beliefs (50) - Males are sincere about the education (21) - Males are innovative (27) - Males are more intelligent (60) - Males have the requisite capability (30) - Environment is not in favour of the girls (25)	

Table-24 Continued ....

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
	Indifferent	- Doing well in education does not depend on gender issues (18) - Both male and female are efficient.	- In some cases females are doing well and in some cases males are doing well (10) - Judgement will be done in accordance with merit (24)
Mid	Yes	- The latest records of different Board of Education prove that females are doing well (43) - Female are more conscious (28)	- Females are more sincere - Females are quiet than male (2) - Females spend more time on education (4)
	No		
	Indifferent		- Students are performing according to their merit irrespective of male or female (4)
	Yes	- Females concentrate more in education (5) - Females are comparatively self-guided. - Females get slight preferential treatments from male teachers. - Females are more punctual, sincere and attentive in study (8). - Females are studious. - Females are careful and disciplined. - Females are less involved in politics & social nuisance (7). - Females are more attentive and serious (5).	

Table-24 Continued ....

Annexure-1

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Senior		- Females are more obedient to parents and teachers. - Females have less outside home activity (8). - Females also face competition for employment in real life situation (2). - Girls have less diversity of life in the society. - Girls seldom take part in out-door games. - Boys waste much time in gossiping, without mission (4). - Females stay at home and give more time for study (6). - Females are not habitually involved in any bad habit like smoking, drug taking etc. - Females are doing well in comparison to male (3).	
	No	- Females do not have easy access to all facilities due to socio-cultural practice (2).	
	Indifferent	- Both are equal (2). - Male child can have bad company. - Some of the females are doing well but their percentage is low in comparison to males. - All students, whether male or female, can do better by dint of their merit.	- Males are doing well in all the times and at times females are also doing well. Basically, it depends upon the environment and proper facilities given to them.

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers. Some of the respondents did not answer the question.

Table-25 : Gender Distribution of Respondents by Whether They Provide Special Support for Education of Their Male Children Rather than Female Children

Level of Respondents	Opinions	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	22	11.1	1	2.2	23	9.4
	No	176	88.9	45	97.8	221	90.6
	Sub-Total-1	198	100.0	46	100.0	244	100.0
Mid	Yes	-	-	-	-	-	-
	No	127	100.0	20	100.0	147	100.0
	Sub-Total-2	127	100.0	20	100.0	147	100.0
Senior	Yes	31	91.2	-	-	31	88.6
	No	3	8.8	1	100.0	4	11.4
	Sub-Total-3	34	100	1	100.0	35	100.0
Total	Yes	53	14.8	1	1.5	54	12.7
	No	306	85.2	66	98.5	372	87.3
	Grand Total	**359**	**100.0**	**67**	**100.0**	**426**	**100.0**

Annexure-1

Table-26 : Reasons Given by the Respondents for Whether They Provide Special Support for Education of Their Male Children Rather than Female Children

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Junior	Yes	- Male baby will face more challenges than female baby	
	No	- Both female and male have equal right (59) - Both male and female should be educated (15) - Female children are equally important (20) - Male or Female is not the factor rather intelligence is the factor (20)	- Anyone of them can be a good citizen both have equal rights for education (30)
Mid	Yes		
	No	- Both are born with same birthright and are equal in the eye of Islam.	- Both should be provided with equal support.
Senior	Yes		
	No	- Don't believe in discrimination (10). - Both are equal (18). - No need (2). - Female needs special support in respect of transport and accommodation due to our socio-cultural system. - To make my daughters independent through proper education. - Females should get equal opportunity. - Both are equally valuable for the society.	

Note : Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-27 : Gender Distribution of Respondents by Whether They Support that Female can do Well than Male in Some Special Areas of Education

Level of Respondents	Opinions	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	123	51.9	31	59.6	154	53.3
	No	114	48.1	21	40.4	135	46.7
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Yes	73	57.5	13	65.0	86	58.5
	No	54	42.5	7	35.0	61	41.5
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Yes	34	94.4	1	100.0	35	94.6
	No	2	5.6	-	-	2	5.4
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Yes	230	57.5	45	61.6	275	58.1
	No	170	42.5	28	38.4	198	41.9
	Grand Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-28 : Reasons Given by the Respondents for Whether They Support that Female can do Well than Male in Some Special Areas of Education

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Junior	Yes	- Female can do well in teaching (67). - In medical profession female can do better (20) - Home Economics, nutrition and food sciences are areas in which females are expert (10) - Females can do better as beautician than the males (20) - Nursing profession is suitable for women (45)	- Female are sincere and not corrupted (6). - They are more responsible (3). - They are devoted to their study (5). - A female teacher can teach well than a male teacher (8). - Some areas are very special. - They can do well in health related activity (7). - In education, health etc. female can do better, because of their steadiness and concentration (8). - Females are by nature clam and quite (6).
	No		- Merit does not depend on sex (10).
Mid	Yes	- Due to their inherent communication skills (7) - Females are more attentive (18) - Females have keen interests in education(3)	- Female students are more meticulous in study (3).
	No		

Table-28 Continued ....

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Senior	Yes	- Areas required deep concentration (like Scientist, physician, artist, computer experts, teacher etc) (13). - Nursing, Type writing/word-processing etc. - Females have cool brain and can do better as nurse and doctors. - Females are more studious, disciplined (4). - Females are more methodical and have more patience. - Females usually have more time and devotion for education than male (4). - Females are not habitually involved in any bad things like smoking, drag taking, performing criminal activities etc. - Females are very attentive and sincere to duties. (2).	- In some special areas of education, female can do well because of their special characteristics like patience, devotion, discipline, less out side home work etc (4).
	No	- Females are afraid of some technical subjects like engineering, physical sciences etc. - Progress & performance depends upon merit, not sex. So, I don't discriminate.	

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-29 : Gender Distribution of Respondents by Identified Special Areas of Education Suitable for Female

Level of Respondents	Special Areas of Education	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Medical	139	58.6	20	38.5	159	55.0
	Commerce	3	1.3	1	1.9	4	1.4
	Home Economics	66	27.8	7	13.5	73	25.3
	Education	90	38.0	15	28.8	105	36.3
	Social Sciences/Welfare	22	9.3	6	11.5	28	9.7
	Nursing	20	8.4	2	3.8	22	7.6
	Science	17	7.2	-	-	17	5.8
	Architecture	23	9.7	2	3.8	25	8.6
	Business Administration	3	1.3	-	-	3	1.03
	Banking	8	3.4	-	-	8	2.7
	Engineering	7	3.0	-	-	7	2.4
	Judiciary/Law	4	1.7	2	3.8	6	2.1
	Art/Culture/Music etc.	23	9.7	5	9.6	28	9.7
	Sub-Total/Average	**425**	**19.3**	**60**	**115.17**	**485**	**167.5**
Mid	Medicine	42	33.1	9	4.5	51	34.7
	Computer	09	7.1	02	100.0	11	7.5
	Honours Based University Education	37	27.1	12	60.0	49	33.3
	Nursing	12	9.5	-	-	12	8.2
	Child Development	11	8.7	-	-	11	7.9
	Education for Child	07	5.5	-	-	7	4.8
	Sub-Total/Average	**118**	**93.8**	**23**	**115.0**	**141**	**95.9**

Table-29 Continued .....

Level of Respondents	Special Areas of Education	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Senior	Medicine	29	80.5	1	100.0	30	81.1
	Computer	12	33.3		-	12	32.4
	Honours Based University Education	6	16.7		-	6	16.2
	Home Economics	6	16.7	1	100.0	7	18.9
	Economics	1	2.8		-	1	2.7
	Social Sciences/Welfare	5	13.9		-	5	13.5
	Sociology	2	5.6		-	2	5.4
	Nursing	9	25.0		-	9	24.3
	Mathematics	1	2.8		-	1	2.7
	Science	1	2.8		-	1	2.7
	Research	2	5.6		-	2	5.4
	Planning	1	2.8		-	1	2.7
	Architecture	2	5.6	1	100.0	3	8.1
	Biology	1	2.8		-	1	2.7
	Literature	2	5.6		-	2	5.4
	History	1	2.8		-	1	2.7
	Business Administration	2	5.6		-	2	5.4
	Accounting & Management	2	5.6		-	2	5.4
	Banking	1	2.8		-	1	2.7
	Secretarial Science	1	2.8	1	100.0	2	5.4
	Nutrition Science		-	1	100.0	1	2.7
	Engineering	1	2.8	-	-	1	2.7
	Gynaecology	1	2.8	-	-	1	2.7
	Judiciary/Law	2	5.6	-	-	2	5.4

Table-29 Continued .....

Annexure-1

Level of Respondents	Special Areas of Education	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
	Art/Culture/Music etc.	2	5.6	-	-	2	5.4
	Religious Affairs	1	2.8	-	-	1	2.7
	Sub-Total/Average	**94**	**100.0**	**5**	**100.0**	**99**	**267.4**
Total	Medicine	210	52.5	30	41.9	240	50.7
	Computer	44	11.0	4	5.5	48	10.2
	Honours Based University Education	133	33.3	27	37.0	160	33.8
	Home Economics	72	18.0	8	11.0	80	16.9
	Economics	1	0.3	-	-	1	0.21
	Social Sciences/Welfare	27	6.8	6	8.2	33	7.0
	Sociology	2	0.5	-	-	2	0.4
	Nursing	41	10.3	2	2.7	43	9.0
	Mathematics	1	0.3	-	-	1	0.2
	Science	18	4.5	-	-	18	3.8
	Research	2	0.5	-	-	2	0.4
	Planning	1	0.3	-	-	1	0.2
	Architecture	2	0.5	1	1.4	2	0.4
	Biology	1	0.3	-	-	1	0.2
	Literature	2	0.5	-	-	2	0.4
	History	1	0.3	-	-	1	0.2
	Business Administration	5	1.3	-	-	5	1.5
	Accounting & Management	2	0.5	-	-	2	0.4

Table-29 Continued .....

Annexure-1

Level of Respondents	Special Areas of Education	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
	Banking	9	2.3	-	-	9	1.9
	Secretarial Science	1	0.3	1	1.4	2	0.4
	Nutrition Science	-	-	1	1.4	1	0.2
	Engineering	8	2.0	-	-	8	1.7
	Gynaecology	1	0.25	-	-	1	0.2
	Judiciary/Law	6	1.5	2	2.7	8	1.7
	Art/Culture/Music etc.	25	6.3	5	6.8	30	6.3
	Religious Affairs	1	0.3	-	-	1	0.2
	Commerce	3	0.8	1	1.4	4	0.8
	Child Development	11	2.8	11	2.3		
	Education for Children	7	1.8	7	1.5		
	Grand Total/Average	**637**	**159.25**	**88**	**121.2**	**725**	**153.4**

Annexure-1

Table-30 : Gender Distribution of Respondents by Their Opinions about Selected Educational Aspects and Gender-wise Strengths/Degree of their Opinions

Gender of the Respondents	Educational Aspects	Genderwise Strengths/Degree of Opinions								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Male	Merit	393	98.3	88.6	393	98.3	80.9	393	98.3	84.8
	Intelligence	391	97.8	89.3	392	98.0	82.4	392	97.9	85.8
	Power of Understanding	390	97.5	89.1	390	97.5	82.4	390	97.5	85.8
	Learning power	388	97.0	87.7	389	97.3	89.4	388	97.1	88.6
	Results	391	97.8	85.8	390	97.5	84.8	390	97.6	85.3
	Tolerance	389	79.3	83.1	389	97.3	82.8	389	97.3	82.9
	Patience	391	97.8	70.5	392	97.8	82.2	392	97.9	76.4
	Diligence	390	97.5	81.6	390	97.5	78.1	390	97.5	79.9
	Discipline	391	97.8	79.3	391	97.8	86.3	391	97.8	82.8
Sub-Total-I/Average		390	77.6	83.89	391	97.7	83.3	390	97.6	83.6
Female	Merit	71	97.3	87.0	71	97.3	86.5	71	97.3	86.8
	Intelligence	71	97.3	89.2	71	97.3	85.1	71	97.3	87.2
	Power of Understanding	70	95.9	82.6	70	95.9	83.8	70	95.9	83.2
	Learning power	69	94.5	64.6	69	94.5	85.3	69	94.5	74.9

Table-30 Continued .....

Annexure-1

Gender of the Respondents	Educational Aspects	Genderwise Strengths/Degree of Opinions								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Results	71	97.3	83.4	71	97.3	92.2	71	97.3	87.8
	Tolerance	69	94.5	69.4	69	94.5	93.6	69	94.5	81.5
	Patience	70	75.9	69.6	68	93.2	90.3	69	94.5	81.3
	Diligence	68	93.2	80.1	68	93.2	90.3	68	93.2	85.2
	Discipline	71	97.3	71.5	70	95.9	92.5	71	96.6	81.9
Sub-Total-II/Average		70	95.9	77.5	70.0	95.4	88.8	71	97.3	83.3
Total / Average	Merit	464	98.0	88.4	464	98.0	81.8	464	98.1	85.1
	Intelligence	462	97.7	89.3	463	97.8	82.8	463	97.8	86.0
	Power of Understanding	460	97.3	88.1	460	97.3	82.6	460	97.3	85.4
	Learning power	457	96.6	84.2	458	96.8	88.8	458	96.7	86.5
	Results	462	97.7	85.4	461	97.4	85.9	462	97.6	85.7
	Tolerance	458	96.8	81.1	458	96.8	84.4	458	96.8	82.7
	Patience	461	97.4	70.4	460	97.3	83.9	461	97.4	77.1
	Diligence	458	96.8	81.4	458	96.8	79.9	458	96.8	80.6
	Discipline	461	97.6	70.1	461	97.4	87.2	461	97.5	82.7
Grand Total/Average		**461**	**97.4**	**82.0**	**460**	**97.3**	**84.1**	**460**	**97.3**	**83.5**

Annexure-1

Table-31 : Spearman's Rank Correlation of Co-efficient for Checking Consistency of Views of the Respondents Regarding Some Selected Aspects of Education

(Reference Table-30)

Consistency of Views Between the	Resulted Value of r_s
Male and Female in favour of Males	0.583
Male and Female in favour of Females	0.300
Aggregates in favour of Males and Females	- 0.416

N. B. : Significant value of r_s at 0.05 = 0.600 and at 0.01 level = 0.783.

Table-32 : Gender Distribution of Respondents by Their Opinions about Selected Educational Aspects and Genderwise Strengths/Degree of their Opinions

Level of the Respondents	Educational Aspects	Genderwise Strengths/Degree of Opinions								
		Male			Female			Total		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Junior	Merit	289	100.0	91.0	289	100.0	86.1	289	100.0	88.5
	Intelligence	289	100.0	91.9	289	100.0	87.4	289	100.0	89.7
	Power of Understanding	289	100.0	90.6	289	100.0	84.9	289	100.0	87.8
	Learning power	289	100.0	91.1	289	100.0	87.3	289	100.0	88.7
	Results	289	100.0	88.8	289	100.0	86.1	289	100.0	87.5
	Tolerance	289	100.0	82.1	289	100.0	93.3	289	100.0	87.7
	Patience	289	100.0	65.9	289	100.0	92.2	289	100.0	79.0
	Diligence	289	100.0	83.4	289	100.0	88.6	289	100.0	86.0
	Discipline	289	100.0	83.3	289	100.0	93.9	289	100.0	88.6
Sub-Total-I/Average		289	100.0		289	100.0	100.0	289	100.0	100.0
Mid	Merit	138	93.9	82.2	138	93.8	76.9	138	93.8	79.6
	Intelligence	136	92.5	79.5	137	93.2	73.9	137	92.8	76.7
	Power of Understanding	134	91.2	81.7	134	91.2	74.4	134	91.2	78.0
	Learning power	131	89.1	80.4	132	89.8	75.0	131	89.5	77.7
	Results	136	92.5	80.0	135	91.8	82.7	135	92.2	81.3
	Tolerance	132	89.8	82.7	132	89.8	63.3	132	89.8	72.9
Grand Total/Average		460	97.3	82.8	460	97.3	84.1	461	97.5	83.4

Table-32 Continued .....

Level of the Respondents	Educational Aspects	Genderwise Strengths/Degree of Opinions								
		Male			Female			Total		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Patience	135	91.8	82.2	134	91.2	61.7	135	91.5	72.0
	Diligence	132	89.8	72.4	132	89.8	65.4	132	89.8	68.9
	Discipline	136	92.5	69.2	135	91.8	72.3	135	92.2	70.9
Sub-Total-II/Average		134	91.2	78.9	134	91.2	71.8	134	91.2	75.4
Senior	Merit	37	100.0	85.6	37	100.0	68.3	37	100.0	77.0
	Intelligence	37	100.0	93.7	37	100.0	79.5	37	100.0	86.6
	Power of Understanding	37	100.0	91.8	37	100.0	95.2	37	100.0	93.5
	Learning power	37	100.0	90.1	37	100.0	92.5	37	100.0	91.3
	Results	37	100.0	79.2	37	100.0	69.3	37	100.0	74.3
	Tolerance	37	100.0	66.3	37	100.0	90.7	37	100.0	82.0
	Patience	37	100.0	63.5	37	100.0	98.5	37	100.0	81.0
	Diligence	37	100.0	80.7	37	100.0	64.3	37	100.0	72.5
	Discipline	37	100.0	69.2	37	100.0	89.4	37	100.0	79.3
Sub-Total-III/Average		37	100.0	80.0	37	100.0	100.0	37	100.0	100.0
Total / Average	Merit	464	98.1	87.9	464	98.1	83.9	464	98.1	85.9
	Intelligence	462	97.7	88.4	463	97.8	83.9	463	97.8	86.1
	Power of Understanding	460	97.3	88.1	460	97.3	82.3	460	97.3	85.2
	Learning power	457	96.6	87.3	458	96.8	83.9	458	96.7	85.6
	Results	462	97.7	85.4	461	97.5	85.6	462	97.6	85.5
	Tolerance	458	96.8	79.7	458	96.8	84.4	458	96.8	82.0
	Patience	461	97.5	70.5	460	97.3	83.2	461	97.4	76.9
	Diligence	458	96.8	80.0	458	96.8	82.0	458	96.8	81.0
	Discipline	462	97.7	78.0	461	97.5	87.4	462	97.6	82.7

Table-33 : Gender Distribution of Respondents by Whether They Think that Females are Enjoying Less Privilege in Health Care Facilities than Male Both at Micro (Family) and Macro (National) Levels

Level of Respondents	Opinions	Distribution of Respondents					
		Male		Female		Total/Average	
		No.	%	No.	%	No.	%
Junior	Yes	167	70.5	41	78.8	208	72.0
	No	70	29.5	11	21.2	81	28.0
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Yes	91	71.7	16	80.0	107	72.8
	No	36	28.3	4	20.0	40	27.2
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Yes	29	80.5	1	100.0	30	81.1
	No	7	19.5	-	-	7	18.9
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Yes	287	71.8	58	79.5	345	72.9
	No	113	28.2	15	20.5	128	27.1
	Grand Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Annexure-1

Table-34 : Gender Distribution of Respondents by Their Opinions about Preferences of Male Rather than Female for Providing Health Care Facilities in the Family and the Strengths/Degree of their Opinions (If yes)

Job-Level	Preference	Distribution of Respondents/ Strengths of Opinion(%)								
		Male			Female			Total/Average		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	28	11.8	82.0	1	1.9	100.0	29	10.0	91.0
	No	164	69.2	-	44	84.6	-	208	72.0	-
	Indifferent	45	19.0	-	7	13.5	-	52	18.0	-
	Sub-Total-I	**237**	**100.0**	**82.0**	**52**	**100.0**	**100.0**	**289**	**100.0**	**91.0**
Mid	Yes	6	4.7	56.7	-	-	-	6	4.1	56.7
	No	91	71.7	-	17	85.0	-	108	73.5	-
	Indifferent	30	23.6	-	3	15.0	-	33	22.4	-
	Sub-Total-II	**127**	**100.0**	**56.7**	**20**	**100.0**	**-**	**147**	**100.0**	**56.0**
Senior	Yes	9	25.0	65.9	-	-	-	9	24.3	65.9
	No	-	-	-	-	-	-	-	-	-
	Indifferent	27	75.0	-	1	100.0	-	28	75.7	-
	Sub-Total-III	**36**	**100.0**	**65.9**	**1**	**100.0**	**-**	**37**	**100.0**	**65.9**
Total/ Average	Yes	43	10.8	68.2	1	1.4	100.0	44	9.3	71.2
	No	255	63.8	-	61	83.6	-	316	66.8	-
	Indifferent	102	25.5	-	11	15.0	-	113	23.9	-
	Grand Total	**400**	**100.0**	**68.2**	**73**	**100.0**	**100.0**	**473**	**100.0**	**71.2**

Table-35 : Reasons Given by the Respondents Regarding Their Preferences of Male Rather than Female for Providing Health Care Facilities in the Family

Job-Level	Preference	Reasons Given by the Respondents	
		Male	Female
Junior	Male	- Male is the nucleus of the economic activity of the family (20) - Male has to do hard work than female (35)	
	Female		
Mid	Male	- Male has to do hard work than female (4)	
	Female	- Both male & female are equal (3)	
Senior	Male	- Due to socio-cultural practices (2). - Females have less power to do something for family.	
	Female	- Females have more patience than male and can better help family members. - Special care should be provided to females when they become mothers.	

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-36 : Gender Distribution of Respondents by Their Opinions of Becoming More Anxious at Illness of Their Male Children Rather than Female Children and the Strengths/Degree of their Opinions

Job-Level	Preference	Distribution of Respondents								
		Male			Female			Total		
		No.	%	Degree(%)	No.	%	Degree(%)	No.	%	Degree(%)
Junior	Yes	6	2.5	66.7				6	2.1	66.7
	No	177	74.7		43	82.7		220	76.1	-
	Indifferent	54	22.8		9	17.3		63	21.8	-
	Sub-Total-I	237	100.0	66.7	52	100.0		289	100.0	66.7
Mid	Yes	-	-	-	-	-	-	-	-	-
	No	97	76.0		16	80.0		113	76.9	-
	Indifferent	30	24.0		4	20.0		34	23.1	-
	Sub-Total-II	127	100		20	100.0		147	100.0	86.7
Senior	Yes	3	8.3	86.7	-			3	8.1	86.7
	No	-	-		-			-	-	-
	Indifferent	33	91.7		1	100.0		34	91.9	-
	Sub-Total-III	36	100.0	86.7	1	100.0		37	100.0	76.7
Total/ Average	Yes	9	2.3	76.7	-			9	1.9	76.7
	No	274	68.5		59	80.0		333	70.41	-
	Indifferent	117	29.2		14	19.2		131	27.7	-
	Grand Total	**400**	**100.0**	**76.7**	**73**	**100.0**		**473**	**100.0**	**-**

Table-37 : Reasons Given by the Respondents of Becoming More Anxious at the Illness of Male Children Rather than Female Children

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Junior	Male		
	Female		
Mid	Male		
	Female	- Both male and female require equal health care and treatment.	
Senior	Male	- Due to normal socio-cultural practices (2). - Because they alone can not go to a doctor.	
	Female		

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-38 : Distribution of Respondents by Their Job level and Opinions about Preferences of Male Rather than Female on Different Employment Aspects and the Strengths/Degree of their Opinions

Job-Levels	Employment Aspects	Distribution of Respondents/Strength of opinion (%)						
		Yes			No		Indifferent	
		No.	%	Degree(%)	No.	%	No.	%
Junior	Male should be preferred in access to employment opportunities	76	26.3	79.47	129	44.6	50	17.3
	Believe in equal access to employment opportunities	175	60.6	90.85	45	15.6	60	20.8
	Female are not suitable for all areas of employment	188	65.1	88.93	40	13.8	45	15.6
	Male are not suitable for all areas of employment	159	55.0	82.38	68	23.5	55	19.0
	Female are not suitable for all areas of employment	189	65.4	88.78	43	14.9	52	18.0
	Employment should be only on merit basis	200	69.2	91.41	33	11.4	41	14.2
	Female should be given special privilege in access to employment	86	29.8	82.32	137	47.4	54	18.7
	Sub-Total/Average-I	**154**	**53.3**					
Mid	Male should be preferred in access to employment opportunities	12	8.2	55.0	81	55.1	54	36.7
	Believe in equal access to employment opportunities	74	50.3	71.4	42	28.6	31	21.1
	Female are not suitable for all areas of employment	101	68.7	71.3	16	10.9	30	20.4

Table 38 Continued.....

Job-Levels	Employment Aspects	Distribution of Respondents/Strength of opinion (%)						
		Yes			No		Indifferent	
		No.	%	Degree(%)	No.	%	No.	%
	Male are not suitable for all areas of employment	103	70.1	69.9	20	13.6	24	16.3
	Female are recommended suitable for special areas of employment	72	48.9	70.0	46	31.3	29	19.7
	Employment should be only on merit basis	93	63.2	72.2	30	20.4	24	16.3
	Female should be given special privilege in access to employment	79	51.7	68.7	45	30.6	23	15.6
	Sub-Total/Average-II	**76**						
Senior	Male should be preferred in access to employment opportunities	8	21.6	97.3	29	-	-	-
	Believe in equal access to employment opportunities	29	78.4	89.5	8	-	-	-
	Female are not suitable for all areas of employment	37	100	75.9	-	-	-	-
	Male are not suitable for all areas of employment	35	94.6	83.4	2	-	-	-
	Female are not suitable for all areas of employment	36	97.3	90.7	1	-	-	-
	Employment should be only on merit basis	33	89.2	83.8	4	-	-	-
	Female should be given special privilege in access to employment	17	45.9	78.6	20	-	-	-
	Sub-Total/Average-III			**86.8**				

Table 38 Continued.....

Annexure-1

Job-Levels	Employment Aspects	Distribution of Respondents/Strength of opinion (%)						
		Yes			No		Indifferent	
		No.	%	Degree(%)	No.	%	No.	%
Total/ Average	Male should be preferred in access to employment opportunities	97	20.5	77.9	239	50.5	104	22.0
	Believe in equal access to employment opportunities	278	58.7	85.5	95	20.1	91	19.2
	Female are not suitable for all areas of employment	326	68.9	81.9	56	11.8	75	15.8
	Male are not suitable for all areas of employment	297	62.8	78.2	90	19.0	79	16.7
	Female are recommended suitable for special areas of employment	297	62.8	84.5	90	19.0	81	17.1
	Employment should be only on merit basis	326	68.9	85.2	67	14.2	65	13.7
	Female should be given special privilege in access to employment	182	38.5	76.8	202	42.7	77	16.3
	Total/Average	**257**	**54.3**		**120**	**25.4**	**81**	**17.1**

Table-39 : Reasons Given by the Respondents by Their Opinions about Preferences of Male Rather than Female on Different Employment Aspects

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Junior	Male	- Gradually in our country, the male member of the family takes the responsibility (10)	- In merit based recruitment women should not get special privilege.
	Female	- Employment should be only on the basis of merit (23) - Male and female have equal rights in case of employment (20) - For child education, female must be the first choice as teacher (12)	- Special preference should be given in case of female education (20).
Mid	Male	- Male has to shoulder the family burden - Male can work herder than female	
	Female	- As a backward country, female should get preference	- Female should be given special privilege to employment opportunity.

Table-39 Continued .....

Annexure-1

Job-Level	Preference	Reasons Given by the Respondents	
		Male	**Female**
Senior	Male	- Encourage competitiveness (3). - Females are lesser in number. - Nature of job will determine the gender (2). - Less preference should be given to females in case of defence employment and other arduous job (4). - Males should be preferred to reduce the number of unemployed males.	
	Female	- Female should get special preferences for diminishing gender disparity (7). - Both are equal (4). - Some jobs are not suitable for women in our society. In that case, males should be preferred.	- Female should get special preferences for diminishing gender disparity.

Fig. Within the parenthesis indicate number of respondents. The respondents have given multiple answers.

Table-40 : Gender Distribution of Respondents by their Job-level and Identified Major Areas of Employment Suitable for Female

Level of Respondents	Major Areas of Suitable Employment	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Teacher	147	62.0	31	59.6	178	61.6
	Physician	221	93.2	40	76.9	261	90.3
	Computer Personnel	50	21.1	20	38.5	70	24.2
	All kinds of employment	10	4.2	-	-	10	3.5
	Nurse	170	71.7	-	-	170	58.8
	Judiciary/Advocacy	-	-	-	-	-	-
	Researcher	17	7.2	-	-	17	5.9
	Administrator	10	4.2	7	13.5	17	5.9
	Banker	32	13.5	5	9.6	37	12.8
	Secretarial Jobs	71	30.0	13	25.0	84	29.1
	Day care service	142	59.9	-	-	142	49.1
	Telephone Operator	70	29.5		-	70	24.2
	Engineering	-	-	-	-	-	-
	Sub-Total	940		116		1056	-
Mid	Teacher	56	46.7	11	55.0	67	45.6
	Physician	44	36.7	10	50.0	54	36.7
	Computer Personnel	64	16.0	20	27.4	84	17.8
	Banker	14	11.7	-	-	14	9.5

Table-40 Continued ....

Annexure-1

Level of Respondents	Major Areas of Suitable Employment	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
	All kinds of indoor services	20	16.7	-	-	20	13.6
	Secretarial Jobs	31	25.8	5	25	36	24.5
	Telephone Operator	7	5.8	-	-	7	4.8
	Sales Girls	4	3.3	-	-	4	2.7
	Sub-Total	**173**		**26**	-	**199**	
Senior	Teacher	28	77.8	1	100	29	78.4
	Physician	28	77.8	1	100	29	78.4
	Computer Personnel	14	38.9	-	-	14	37.8
	All kinds of employment	2	5.5	-	-	2	5.4
	Nurse	13	36.1	1	100	14	37.8
	Judiciary/Advocacy	5	13.9			5	13.5
	Researcher	3	8.3	-	-	3	8.3
	Architect	5	13.9	-	-	5	13.9
	Planner	2	5.5	-	-	2	5.5
	Administrator	2	5.5	-	-	2	5.5
	Banker	6	16.7	-	-	6	16.7
	Accounting	1	2.8	-	-	1	2.8
	All kinds of indoor services	4	11.1	-	-	4	11.1
	Secretarial Jobs	5	13.9	-	-	5	13.9
	Economist	1	2.8	-	-	1	2.8
	Literature	1	2.8	-	-	1	2.8

Table-40 Continued ....

Level of Respondents	Major Areas of Suitable Employment	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
	Artist	3	8.3	-	-	3	8.3
	Postal Service	1	2.8	-	-	1	2.8
	Day care service	1	2.8	-	-	1	2.8
	Telephone Operator	3	8.3	-	-	3	8.3
	Engineering	1	2.8	-	-	1	2.8
	Sales Girls	129		3	-	132	-
	Sub-Total				-	-	-
	Teacher	231	57.8	43	58.9	274	57.9
	Physician	293	73.25	51	69.9	344	72.7
	Computer Personnel	64	16.0	20	27.4	84	17.8
	All kinds of employment	12	3.0	-	-	12	2.5
	Nurse	183	47.75	1	1.4	184	38.9
	Judiciary/Advocacy	5	1.25	-	-	5	1.1
	Researcher	20	5.0	-	-	20	4.2
	Architect	5	1.25	-	-	5	1.1
	Planner	2	0.5	-	-	2	0.4
	Administrator	12	3.0	7	9.6	19	4.0
Total	Banker	52	13.0	5	6.8	57	12.0
	Accounting	1	0.3	-	-	1	0.2
	All kinds of indoor services	24	6.0	-	-	24	5.1
	Secretarial Jobs	107	26.8	18	24.7	125	26.4
	Economist	1	0.3	-	-	1	0.2

Table-40 Continued ....

Annexure-1

Level of Respondents	Major Areas of Suitable Employment	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
	Literature	1	0.3	-	-	1	0.2
	Artist	3	0.8	-	-	3	0.6
	Postal Service	1	0.3	-	-	1	0.2
	Day care service	143	35.8	-	-	143	30.2
	Telephone Operator	80	20.0	-	-	80	16.9
	Engineering	1	0.3	-	-	1	0.2
	Sales Girls	4	1.0	-	-	4	0.8
	Grand Total	**1245**		**145**	**-**	**1390**	

Fig. includes multiple responses. Figure within the parenthesis indicates relative frequency.

Table-41 : Gender Distribution of Respondents by Their Attitudes Towards Selected Gender Issues in Working Environment and Gender-wise Strengths/Degree of their Opinions

Gender of the Respon-dents	Gender Issues in Working Environment	Gender-wise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Male	Organising capacity	393	98.3	88.2	393	98.3	69.6	393	98.3	78.9
	Leadership capacity	393	98.3	90.7	357	89.3	69.4	375	93.8	80.6
	Control	393	98.3	87.0	357	89.3	72.1	375	93.8	80.3
	Co-ordination	393	98.3	83.4	357	89.3	79.8	375	93.8	81.7
	Decision making	393	98.3	89.6	357	89.3	73.0	375	93.8	81.7
	Guiding capacity	393	98.3	85.8	357	89.3	74.8	375	93.8	80.6
	Motivation	393	98.3	83.5	357	89.3	80.0	375	93.8	82.2
	Supervision	393	98.3	85.5	357	89.3	67.0	375	93.8	76.7
	Communication	393	98.3	82.9	357	89.3	78.8	375	93.8	80.9
	Financial Management	393	98.3	87.7	393	98.3	69.2	375	93.8	78.9
	Professional skill	393	98.3	89.2	393	89.3	73.6	393	98.3	81.4
	Quality of work	393	98.3	90.0	357	89.3	73.8	375	93.8	82.3
	Speed of Work	393	98.3	86.8	357	89.3	73.3	375	93.8	80.4
	Capacity of expression	393	98.3	84.2	357	89.3	80.2	375	93.8	82.3
	Sincerity	393	98.3	83.6	357	98.3	80.8	375	93.8	82.2
	Punctuality	393	98.3	85.7	393	98.3	74.2	393	98.3	70.9
	Honesty	393	98.3	76.6	393	98.3	83.5	393	98.3	80.0
	Responsibility	393	98.3	85.7	393	98.3	80.0	393	98.3	82.8

Table-41 Continue....

Annexure-1

Gender of the Respon-dents	Gender Issues in Working Environment	Gender-wise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Accountability	393	98.3	85.8	393	98.3	74.7	393	98.3	80.2
	Discipline	393	98.3	77.7	393	98.3	79.4	393	98.3	78.6
	Power of Judgement	393	98.3	88.5	393	89.3	72.4	393	98.3	80.5
	Personality	393	98.3	84.6	357	89.3	77.4	375	93.8	81.2
	Co-operation	357	89.3	77.1	357	89.3	71.4	375	93.8	74.2
	Dependability	357	89.3	66.7	357	89.3	81.2	375	93.8	74.0
	Awareness	357	89.3	80.0	357	89.3	74.9	375	93.8	77.4
	Team Work	357	89.3	78.3	357	89.3	74.4	375	93.8	76.3
Sub-Total-I/Average		388	97.0	86.8	368	92.0	75.4	378	94.4	79.9
Female	Organising capacity	72	98.6	83.7	72	98.6	85.9	72	98.6	84.8
	Leadership capacity	72	98.6	85.7	72	98.6	84.3	72	98.6	85.0
	Control	72	98.6	84.3	72	98.6	81.5	72	98.6	82.9
	Co-ordination	72	98.6	83.3	72	98.6	78.6	72	98.6	80.9
	Decision making	72	98.6	85.6	72	98.6	82.5	72	98.6	84.0
	Guiding capacity	72	98.6	85.1	72	98.6	84.2	72	98.6	84.7
	Motivation	72	98.6	87.8	72	98.6	88.1	72	98.6	87.9
	Supervision	72	98.6	88.5	72	98.6	92.6	72	98.6	90.6
	Communication	72	98.6	91.2	72	98.6	86.5	72	98.6	88.9
	Financial Management	72	98.6	84.3	72	98.6	86.6	72	98.6	85.4
	Professional skill	72	98.6	93.0	72	98.6	94.7	72	98.6	93.8
	Quality of work	72	98.6	82.7	72	98.6	87.2	72	98.6	84.9

Table-41 Continue....

Annexure-1

Gender of the Respon-dents	Gender Issues in Working Environment	Genderwise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Speed of Work	72	98.6	87.2	72	98.6	85.8	72	98.6	86.5
	Capacity of expression	72	98.6	86.0	72	98.6	86.0	72	98.6	86.0
	Sincerity	72	98.6	83.5	72	98.6	96.2	72	98.6	89.9
	Punctuality	72	98.6	80.9	72	98.6	91.8	72	98.6	86.3
	Honesty	72	98.6	82.5	72	98.6	89.8	72	98.6	86.2
	Responsibility	72	98.6	86.9	72	98.6	94.5	72	98.6	90.7
	Accountability	72	98.6	83.7	72	98.6	91.9	72	98.6	87.8
	Discipline	72	98.6	75.7	72	98.6	93.1	72	98.6	84.4
	Power of Judgement	72	98.6	82.9	72	98.6	91.9	72	98.6	87.4
	Personality	72	98.6	82.8	72	98.6	91.2	72	98.6	86.9
	Co-operation	72	98.6	84.6	72	98.6	88.6	72	98.6	86.6
	Dependability	72	98.6	81.9	72	98.6	84.3	72	98.6	83.0
	Awareness	72	98.6	86.0	72	98.6	88.5	72	98.6	87.3
	Team Work	72	98.6	83.4	72	98.6	86.0	72	98.6	84.7
Sub-Total-II/Average		72	98.6	84.7	72	98.6	88.17	72	98.6	86.5
	Organising capacity	465	98.3	87.5	465	98.3	72.1	465	98.3	79.8
	Leadership capacity	465	98.3	89.9	429	90.7	71.9	447	94.5	81.3
	Control	465	98.3	87.3	429	90.7	73.7	447	94.5	80.8
	Co-ordination	465	98.3	83.4	429	90.7	79.6	447	94.5	81.6
	Decision making	465	98.3	88.9	429	90.7	74.6	447	94.5	82.0

Table-41 Continue....

Annexure-1

Gender of the Respon-dents	Gender Issues in Working Environment	Genderwise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Total	Guiding capacity	465	98.3	85.7	429	90.7	76.4	447	94.5	81.2
	Motivation	465	98.3	84.2	429	90.7	82.0	447	94.5	83.2
	Supervision	465	98.3	85.9	429	90.7	71.3	447	94.5	78.9
	Communication	465	98.3	84.2	429	90.7	80.1	447	94.5	82.2
	Financial Management	465	98.3	87.2	465	98.3	71.9	465	98.3	79.5
	Professional skill	465	98.3	89.8	429	90.7	77.1	447	94.5	83.7
	Quality of work	465	98.3	88.9	429	90.7	76.0	447	94.5	82.7
	Speed of Work	465	98.3	86.9	429	90.7	75.4	447	94.5	81.4
	Capacity of expression	465	98.3	84.5	429	90.7	81.2	447	94.5	82.9
	Sincerity	465	98.3	83.6	465	98.3	83.2	465	98.3	83.4
	Punctuality	465	98.3	84.9	465	98.3	76.9	465	98.3	80.9
	Honesty	465	98.3	77.5	465	98.3	84.5	465	98.3	80.9
	Responsibility	465	98.3	85.9	465	98.3	82.2	465	98.3	84.1
	Accountability	465	98.3	85.5	465	98.3	77.4	465	98.3	81.4
	Discipline	465	98.3	77.4	465	98.3	81.5	465	98.3	79.5
	Power of Judgement	465	98.3	87.6	429	90.7	75.7	447	94.5	81.9
	Personality	465	98.3	84.3	429	90.7	79.7	447	94.5	82.1
	Co-operation	465	90.7	78.4	429	90.7	74.3	447	94.5	76.3
	Dependability	465	90.7	69.3	429	90.7	81.7	447	94.5	75.5
	Awareness	465	90.7	81.0	429	90.7	77.2	447	94.5	79.1
	Team Work	465	90.7	79.2	429	90.7	76.3	447	94.5	77.8
Grand Total/Average		465	97.3	84.3	440	93.0	77.5	450	95.1	80.9

Note : The resulted r_s value of between opinions for males and females is 0.693, whereas the significant value of r_s at 0.05 level is 0.343 and at 0.01 level is 465.

Table-42 : Gender Distribution of Respondents by Their Opinions about Selected Aspects on the Freedom of Decision Making in Family Situation and Genderwise Strengths/Degree of their Opinions

Gender of the Respon-dents	Aspects of Freedom in Decision Making in Family Situation	Genderwise Strengths/Degree of Opinions								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Male	Allow to choose own career	400	100	87.9	400	100	73.6	400	100	80.8
	Allow to choose own life partner (Marriage)	400	100	83.9	400	100	62.2	400	100	73.4
	Allow to decide for child birth	400	100	84.4	400	100	76.0	400	100	80.2
	Allow to move freely	400	100	88.3	400	100	67.0	400	100	77.6
	Allow to participate in the decision making on family matters	400	100	86.1	400	100	79.7	400	100	82.9
	Level of confidence on the decision of your junior family members.	400	100	77.1	400	100	69.1	400	100	73.1
	Level of confidence on the decision of you senior family members	400	100	83.9	400	100	76.5	400	100	80.2
Sub-Total-I/Average		400	100	84.5	400	100	72.2	400	100	78.3
	Allow to choose own career	73	100	89.8	73	100	77.3	73	100	83.5
	Allow to choose own life partner (Marriage)	73	100	89.4	73	100	80.2	73	100	84.8
	Allow to decide for child birth	73	100	91.6	73	100	86.8	73	100	89.2

Table-42 Continued.....

Annexure-1

Gender of the Respon-dents	Aspects of Freedom in Decision Making in Family Situation	Genderwise Strengths/Degree of Opinions								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Female	Allow to move freely	73	100	88.9	73	100	78.1	73	100	83.5
	Allow to participate in the decision making on family matters	73	100	92.3	73	100	85.5	73	100	88.9
	Level of confidence on the decision of your junior family members.	73	100	84.8	73	100	82.7	73	100	83.8
	Level of confidence on the decision of you senior family members	73	100	91.6	73	100	91.5	73	100	91.5
Sub-Total-II/Average		73	100	89.8	73	100	83.1	73	100	86.5
Total/ Average	Allow to choose own career	473	100	88.2	473	100	74.2	473	100	81.8
	Allow to choose own life partner (Marriage)	473	100	84.7	473	100	65.0	473	100	2
	Allow to decide for child birth	473	100	85.5	473	100	77.7	473	100	81.6
	Allow to move freely	473	100	88.4	473	100	68.7	473	100	78.5
	Allow to participate in the decision making on family matters	473	100	87.5	473	100	80.6	473	100	83.8
	Level of confidence on the decision of your junior family members.	473	100	78.3	473	100	71.2	473	100	74.8
	Level of confidence on the decision of you senior family members	473	100	85.3	473	100	78.8	473	100	89.9
Grand Total/Average		473	100	85.3	473	100	73.8	100	100	79.6

Table-43 : Gender Distribution of Respondents by Their Opinions about Selected Aspects on the Freedom of Decision Making in Working Area/Situation and Genderwise Strengths/Degree of their Opinions

Gender of the Respon-dents	Aspects of Freedom in Decision Making in Working Area/Situation	Genderwise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Male	Allow to take any decision independently	400	100	89.2	400	100	70.9	400	100	80.5
	Allow to take important decision only	400	100	81.6	400	100	67.5	400	100	74.5
	Level of confidence on the decision of your junior officials	400	100	75.7	400	100	69.8	400	100	72.8
	Level of confidence on the decision of your superior	400	100	95.2	400	100	80.4	400	100	87.8
Sub-Total-I/Average		400	100	85.4	400	100	72.1	400	100	78.8
Female	Allow to take any decision independently	73	100	86.8	73	100	79.4	73	100	83.9
	Allow to take important decision only	73	100	81.8	73	100	74.3	73	100	78.8
	Level of confidence on the decision of your junior officials	73	100	81.2	73	100	81.4	73	100	81.3

Table-43 Continued.....

Annexure-1

Gender of the Respon-dents	Aspects of Freedom in Decision Making in Working Area/Situation	Genderwise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Level of confidence on the decision of your superior	73	100	88.9	73	100	85.6	73	100	87.2
Sub-Total-II/Average		73	100	84.7	73	100	80.2	73	100	82.4
Total	Allow to take any decision independently	473	100	88.8	473	100	72.2	473	100	81.2
	Allow to take important decision only	473	100	81.6	473	100	68.5	473	100	75.2
	Level of confidence on the decision of your junior officials	473	100	76.6	473	100	71.6	473	100	74.7
	Level of confidence on the decision of your superior	473	100	94.2	473	100	81.2	473	100	87.7
Grand Total/Average		473	100	85.3	473	100	73.4	473	100	79.4

Table-44 : Gender Distribution of Respondents by Their Attitudes towards Selected Aspects of Nation Building Activities and Genderwise Strengths/Degree of their Opinions

Gender of the Respon-dents	Aspects of Selected Nation Building Activities	Genderwise Strengths/Degree of Opinions (%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No	%	Degree (%)
Male	Participation in the socio-economic activities	400	100	89.1	400	100	69.0	400	100	79.4
	Participation in the business and commercial activities	400	100	90.4	400	100	63.4	400	100	77.0
	Participation in the cultural activities	400	100	85.8	400	100	81.6	400	100	83.7
Sub-Total-I/Average		400	100	88.4	400	100	71.3	400	100	80.0
Female	Participation in the socio-economic activities	73	100	90.4	52	100	88.5	73	100	89.4
	Participation in the business and commercial activities	73	100	93.3	73	100	74.1	73	100	83.7
	Participation in the cultural activities	73	100	81.0	73	100	84.3	73	100	82.6
Sub-Total-II/Average		73	100	88.2	73	100	82.3	73	100	85.2
Total	Participation in the socio-economic activities	473	100	89.3	473	100	72.0	473	100	80.9
	Participation in the business and commercial activities	473	100	90.8	473	100	65.7	473	100	77.9
	Participation in the cultural activities	473	100	85.5	473	100	82.0	473	100	83.5
Grand Total/Average		473	100	88.3	473	100	73.2	473	100	80.7

Table-45 : Gender Distribution of Respondents by Their Opinions about Selected Issues of Political Participation Both for Male and Female and Gender-wise Strengths/Degree of their Opinions

Gender of the Respon-dents	Selected Issues of Political Participation	Genderwise Strengths/Degree of Opinions(%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Male	Your attitude towards political participation in general	400	100	84.2	400	100	59.5	400	100	71.9
	Attitude towards political participation from your family	400	100	70.9	400	100	48.5	400	100	59.7
	Efficiency in performing political activities	400	100	83.2	400	100	59.2	400	100	71.2
	Risk taking capacity in political participation	400	100	81.6	400	100	54.6	400	100	68.9
	Stress management capacity	400	100	84.2	400	100	60.1	400	100	72.1
	Ability to play foul game in politics	400	100	80.3	400	100	67.7	400	100	74.0
	Ability to play fair game in politics	400	100	67.4	400	100	62.8	400	100	65.1
	Handling political power	400	100	85.7	400	100	67.9	400	100	76.8
	Tolerance	400	100	74.8	400	100	75.3	400	100	75.6
	Capacity to face political hazards	400	100	85.3	400	100	65.0	400	100	75.1

Table-45 Continued.....

Gender of the Respon-dents	Selected Issues of Political Participation	Genderwise Strengths/Degree of Opinions(%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Organising capacity in politics	400	100	86.6	400	100	70.9	400	100	78.7
	Motivating power in politics	400	100	87.0	400	100	71.5	400	100	79.2
Sub-Total-I/Average		400	100	80.9	400	100	63.7	400	100	72.3
Female	Your attitude towards political participation in general	73	100	82.5	73	100	63.5	73	100	73.0
	Attitude towards political participation from your family	73	100	71.4	73	100	48.8	73	100	60.1
	Efficiency in performing political activities	73	100	79.7	73	100	74.2	73	100	77.0
	Risk taking capacity in political participation	73	100	76.3	73	100	61.1	73	100	68.7
	Stress management capacity	73	100	81.5	73	100	68.8	73	100	75.2
	Ability to play foul game in politics	73	100	83.2	73	100	60.2	73	100	71.7
	Ability to play fair game in politics	73	100	67.7	73	100	63.7	73	100	65.7
	Handling political power	73	100	84.2	73	100	69.4	73	100	76.8
	Tolerance	73	100	70.6	73	100	71.3	73	100	71.0
	Capacity to face political hazards	73	100	82.4	73	100	64.8	73	100	73.6

Table-45 Continued.....

Annexure-1

Gender of the Respon-dents	Selected Issues of Political Participation	Genderwise Strengths/Degree of Opinions(%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Organising capacity in politics	73	100	86.7	73	100	69.7	73	100	78.2
	Motivating power in politics	73	100	84.9	73	100	66.5	73	100	75.7
Sub-Total-II/Average		73	100	86.1	73	100	65.2	73	100	72.2
Total	Your attitude towards political participation in general	400	100	84.0	73	100.0	60.1	473	100	73.0
	Attitude towards political participation from your family	400	100	71.0	73	100.0	48.5	473	100	67.7
	Efficiency in performing political activities	400	100	82.7	73	100.0	61.5	473	100	79.2
	Risk taking capacity in political participation	400	100	80.4	73	100.0	55.6	473	100	75.7
	Stress management capacity	400	100	83.8	73	100.0	61.5	473	100	80.1
	Ability to play foul game in politics	400	100	80.7	73	100.0	66.6	473	100	79.0
	Ability to play fair game in politics	400	100	67.4	73	100.0	63.0	473	100	66.9
	Handling political power	400	100	85.5	73	100.0	68.1	473	100	82.4
	Tolerance	400	100	74.2	73	100.0	74.7	473	100	72.8
	Capacity to face political hazards	400	100	84.8	73	100.0	64.9	473	100	80.9

Table-45 Continued.....

Annexure-1

Gender of the Respon-dents	Selected Issues of Political Participation	Genderwise Strengths/Degree of Opinions(%)								
		For Male			For Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Organising capacity in politics	400	100	86.6	73	100.0	70.7	473	100	84.2
	Motivating power in politics	400	100	86.6	73	100.0	70.7	473	100	83.3
Grand Total/Average		400	100	81.7	73	100.0	63.8	473	100.	77.8

Annexure-1

Table-46 : Gender Distribution of Respondents by Whether They Agree on the Existing Property Share for Male and Female in Our Legal Provision

Level of Respondents	Opinions	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	220	92.8	17	33.0	237	82.0
	No	17	7.2	35	67.0	52	18.0
	Sub-Total	**237**	**100.0**	**52**	**100.0**	**289**	**100.0**
Mid	Yes	92	72.4	10	50.0	102	69.4
	No	35	27.6	10	50.0	45	30.6
	Sub-Total	**127**	**100.0**	**20**	**100.0**	**147**	**100.0**
Senior	Yes	26	72.2	1	100.0	27	73.0
	No	10	27.8	-		10	27.0
	Sub-Total	**36**	**100.0**	**1**	**100.0**	**37**	**100.0**
Total	Yes	338	84.5	28	38.4	366	77.4
	No	62	15.5	45	61.6	107	22.6
	Grand Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-47 : Reasons Given by the Respondents If They Don't Agree on the Existing Property Share for Male and Female in Our Legal Provision

Job-Level	Opinions	Reasons Given by the Respondents	
		Male	**Female**
Junior	Yes	- Female can depend on their husband for property share, so they cannot claim more from their fathers (30). - Existing property share is okay as because females are getting share from the parents as well as from their husbands (32).	
	No	- Both female and male have equal rights (59). - As all the children irrespective of their gender are equal to their parents, property should be distributed equally to male and female children (52). - Existing property share should be revised (22).	- Female takes more care to their parents (15). - Females are weak in every stage of their life so they need more property (10). - Female member should be treated equally as a male member is treated (13).
Mid	Yes		
	No	- Both male and female should have equal property right (23) - All should be equal in the eye of law (7)	- Property right should be equal for both male and female (8)
Senior	Yes	- As per Islamic Law (2).	- The present share system is all right.
	No	- Both male & female should be given equal share (13). - Females are deprived.	

Table-48 : Gender Distribution of Respondents by Whom They Prefer for Maintaining Their Generation Flow

Level of Respondents	Preference	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Male	58	24.5	5	9.6	63	21.8
	Female	12	5.1	-	-	12	4.2
	Both	167	70.4	47	90.4	214	74.0
	Sub-Total	**237**	**100.0**	**52**	**100.0**	**289**	**100.0**
Mid	Male	29	22.8	-		29	19.7
	Female	2	1.6	-		2	1.4
	Both	96	75.6	20	100.0	116	78.9
	Sub-Total	**127**	**100.0**	**20**	**100.0**	**147**	**100.0**
Senior	Male	35	97.2	1	100.0	36	97.3
	Female	-	-	-		-	-
	Both	1	27.8	-		1	2.7
	Sub-Total	**36**	**100.0**	**1**	**100.0**	**37**	**100.0**
Total	Male	122	30.5	6	8.2	128	27.1
	Female	14	3.5	-	-	14	2.3
	Both	264	66.0	67	91.8	331	70.6
	Total	**400**	**100.0**	**73**	**100.0**	**473**	**100**

Table-49 : Gender Distribution of Respondents by Whom They Think Physically Strong Are

Level of Respondents	Preference	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Male	232	97.9	52	100.0	284	98.3
	Female	5	2.1	-	-	5	1.7
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Male	126	99.2	20	100.0	146	99.4
	Female	1	0.8	-	-	1	0.6
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Male	36	100.0	1	100.0	37	100.0
	Female	-	-	-	-	-	-
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Male	394	98.5	73	100.0	467	98.7
	Female	6	1.5	-	-	6	1.3
	Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-50 : Gender Distribution of Respondents by Whether They Think That Women Are Less Privileged Section in Our Society

Level of Respondents	Preference	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	190	80.17	52	100.0	242	83.7
	No	47	19.83	-	-	47	16.3
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Yes	115	91.0	20	100.0	135	91.9
	No	12	9.0	-	-	12	9.1
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Yes	17	47.2	1	100.0	18	48.0
	No	19	52.8	-	-	19	52.0
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Yes	322	80.5	73	100.0	385	81.4
	No	78	19.5	-	-	78	18.6
	Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Table-51 : Gender Distribution of Respondents by Their Job level and Opinions about Selected Causes of Women's Backwardness and Genderwise Strengths/Degree of their Opinions

Job-Level	Causes of Women's Backwardness	Genderwise Strengths/Degree of Opinions (%)								
		Male			Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Junior	Literacy Problem	237	100	95.2	52	100	90.6	289	100	94.4
	Over population	237	100	79.2	52	100	77.1	289	100	78.8
	Poverty	237	100	96.0	52	100	87.6	289	100	94.5
	Religious believe & feelings	237	100	88.4	52	100	89.0	289	100	88.5
	Socio-cultural values	237	100	83.6	52	100	87.3	289	100	84.3
	Benefit returns capacity	237	100	64.0	52	100	81.3	289	100	67.1
	Believe on the maintenance of generation flow	237	100	64.8	52	100	84.0	289	100	68.3
	Legal system	237	100	53.2	52	100	66.7	289	100	55.6
	Property share	237	100	58.0	52	100	79.0	289	100	61.8
	Physical characteristics	237	100	71.2	52	100	78.2	289	100	72.5
	Sub-Total-I/Average	**237**	**100**	**75.4**	**52**	**100**	**82.1**	**289**	**100**	**85.0**
Mid	Literacy Problem	127	100	91.0	20	100	73.0	127	100	88.6
	Over population	127	100	63.0	20	100	60.0	127	100	62.6
	Poverty	127	100	72.0	20	100	67.0	127	100	71.3
	Religious believe & feelings	127	100	65.5	20	100	63.0	127	100	65.2
	Socio-cultural values	127	100	92.0	20	100	77.0	127	100	90.0
	Benefit returns capacity	127	100	72.0	20	100	70.0	127	100	71.7
	Believe on the maintenance of generation flow	127	100	68.0	20	100	63.0	127	100	67.3
	Legal system	127	100	44.4	20	100	60.0	127	100	46.5

Table-51 Continued.....

Annexure-1

Job-Level	Causes of Women's Backwardness	Genderwise Strengths/Degree of Opinions (%)								
		Male			Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Property share	127	100	33.3	20	100	63.0	127	100	37.3
	Physical characteristics	127	100	67.0	20	100	57.0	127	100	65.6
	Sub-Total-II/Average	**127**	**100**	**66.8**	**20**	**100**	**65.3**	**127**	**100**	**66.6**
Senior	Literacy Problem	36	100	91.5	1	100	100.0	37	100	91.7
	Over population	36	100	63.2	1	100	80.0	37	100	63.7
	Poverty	36	100	95.3	1	100	80.0	37	100	94.9
	Religious believe & feelings	36	100	97.5	1	100	100.0	37	100	97.6
	Socio-cultural values	36	100	92.8	1	100	100.0	37	100	93.0
	Benefit returns capacity	36	100	69.4	1	100	60.0	37	100	69.1
	Believe on the maintenance of generation flow	36	100	86.4	1	100	80.0	37	100	86.2
	Legal system	36	100	75.6	1	100	60.0	37	100	75.2
	Property share	36	100	62.7	1	100	60.0	37	100	62.6
	Physical characteristics	36	100	76.2	1	100	40.0	37	100	75.2
	Sub-Total-III/Average	**36**	**100**	**81.1**	**1**	**100**	**76.0**	**37**	**100**	**80.9**
Total	Literacy Problem	400	100	93.5	73	100	85.9	473	100	92.3
	Over population	400	100	72.6	73	100	72.5	473	100	72.6
	Poverty	400	100	88.3	73	100	81.9	473	100	86.3
	Religious believe & feelings	400	100	81.9	73	100	82.2	473	100	82.0
	Socio-cultural values	400	100	87.9	73	100	84.6	473	100	87.4
	Benefit returns capacity	400	100	67.2	73	100	77.9	473	100	68.8
	Believe on the maintenance of generation flow	400	100	67.8	73	100	78.2	473	100	69.4
	Legal system	400	100	52.4	73	100	64.8	473	100	54.3
	Property share	400	100	50.6	73	100	74.6	473	100	54.3
	Physical characteristics	400	100	70.3	73	100	71.9	473	100	70.5
	Total/Average	400	100	73.3	73	100	77.4	473	100	90.9

Table-52: Gender Distribution of Respondents by Whether They Support Women's Empowerment in the Perspective of Women's Backwardness

Level of Respondents	Preference	Distribution of Respondents					
		Male		Female		Total	
		No.	%	No.	%	No.	%
Junior	Yes	179	75.5	52	100.0	231	79.9
	No	58	24.5	-	-	58	20.1
	Sub-Total	237	100.0	52	100.0	289	100.0
Mid	Yes	108	85.0	18	90.0	126	85.7
	No	19	15.0	2	10.0	21	14.3
	Sub-Total	127	100.0	20	100.0	147	100.0
Senior	Yes	27	75.0	1	100.0	28	75.7
	No	9	25.0	-	-	9	24.3
	Sub-Total	36	100.0	1	100.0	37	100.0
Total	Yes	314	78.5	71	97.3	385	81.4
	No	86	21.5	2	2.7	88	18.6
	Total	**400**	**100.0**	**73**	**100.0**	**473**	**100.0**

Annexure-1

Table-53 : Gender Distribution of Respondents by Their Job Level and Opinions about Selected Issues in Favour of Women's Empowerment and Gender-wise Strengths/Degree of their Opinions

Respon-dents' Levels	Selected Issues in Favour of Women's Empowerment	Gender-wise Strengths/Degree of Opinions(%)								
		Male			Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
Junior	Privilege of women's education should be increased	237	100	94.0	52	100	94.3	289	100	94.5
	Population growth must be controlled	237	100	89.6	52	100	93.3	289	100	90.3
	Poverty must be reduced	237	100	92.8	52	100	89.5	289	100	92.2
	Proper religious knowledge should be enlightened instead of religious backwardness	237	100	88.7	52	100	92.4	289	100	89.4
	Socio-cultural values should be enriched	237	100	83.2	52	100	96.2	289	100	85.5
	Legal provision should be modernised	237	100	67.3	52	100	92.4	289	100	71.8
	Political involvement	237	100	65.2	52	100	85.7	289	100	68.9
	Decision making	237	100	79.3	52	100	93.3	289	100	81.8
	Sub-Total-I/Average	**237**	**100**	**82.5**	**52**	**100**	**92.1**	**289**	**100**	**84.3**
Mid	Privilege of women's education should be increased	127	100	88.0	20	100	76.0	147	100	86.4
	Population growth must be controlled	127	100	83.0	20	100	72.0	147	100	81.8
	Poverty must be reduced	127	100	84.0	20	100	68.0	147	100	81.8
	Proper religious knowledge should be enlightened instead of religious backwardness	127	100	89.0	20	100	80.0	17	100	87.8
	Socio-cultural values should be enriched	127	100	86.7	20	100	72.0	147	100	84.7
	Legal provision should be modernised	127	100	80.0	20	100	68.0	147	100	78.4

Table-53 Continued.....

Annexure-1

Respon-dents' Levels	Selected Issues in Favour of Women's Empowerment	Gender-wise Strengths/Degree of Opinions(%)								
		Male			Female			Total/Average		
		No.	%	Degree (%)	No.	%	Degree (%)	No.	%	Degree (%)
	Political involvement	127	100	81.0	20	100	64.0	147	100	78.7
	Decision making	127	100	87.8	20	100	80.0	147	100	86.7
	Sub-Total-II/Average	**127**	**100**	**84.9**	**20**	**100**	**72.5**	**147**	**100**	**83.2**
Senior	Privilege of women's education should be increased	36	100	95.2	1	100	100.0	37	100	95.3
	Population growth must be controlled	36	100	86.3	1	100	80.0	37	100	86.1
	Poverty must be reduced	36	100	75.5	1	100	80.0	37	100	75.6
	Proper religious knowledge should be enlightened instead of religious backwardness	36	100	89.7	1	100	100.0	37	100	90.0
	Socio-cultural values should be enriched	36	100	95.3	1	100	100.0	37	100	95.4
	Legal provision should be modernised	36	100	86.2	1	100	60.0	37	100	85.5
	Political involvement	36	100	79.3	1	100	60.0	37	100	78.8
	Decision making	36	100	76.4	1	100	80.0	37	100	76.5
	Sub-Total-III/Average	**36**	**100**	**85.5**	**1**	**100**	**82.5**	**37**	**100**	**85.4**
Total	Privilege of women's education should be increased	400		92.2	73	100	89.3	473		92.8
	Population growth must be controlled	400	100	87.2	73	100	87.3	473	100	87.2
	Poverty must be reduced	400	100	88.4	73	100	83.5	473	100	87.7
	Proper religious knowledge should be enlightened instead of religious backwardness	400	100	88.9	73	100	89.9	473	100	88.9
	Socio-cultural values should be enriched	400	100	85.4	73	100	89.6	473	100	86.5
	Legal provision should be modernised	400	100	73.3	73	100	85.3	473	100	74.9
	Political involvement	400	100	71.5	73	100	79.4	473	100	72.7
	Decision making	400	100	81.7	73	100	89.5	473	100	82.9
	Grand Total/Average	**400**	**100**	**83.8**	**73**	**100**	**86.7**	**473**	**100**	**84.2**

Annexure-1

Table-54 : Gender Distribution of Respondents by Their Opinions about Major Attitudinal Problems, Ways & Means for Eliminating Existing Discrepancies and Suggestions for Addressing Identified Attitudinal Problems of Gender Issues.

Issues	Distribution of Respondents					
	Male		Female		Total	
	No.	%	No.	%	No.	%
a. Attitudinal Problems						
Religious superstition	20	21.8	8	14.5	28	19.4
Customs in social practices	9	9.8	10	18.3	19	12.9
Social awareness/structure	10	10.8	7	12.7	17	11.6
Poverty	6	6.5	9	16.3	15	10.2
Lack of proper education	38	41.3	15	27.3	53	36.5
Non-acceptance of women's free movement	2	2.2	2	3.6	4	2.7
Psychological/ego	3	3.3	1	1.8	4	2.7
The existing social system does not allow women to move freely.	4	4.3	3	5.4	7	4.0
Total-a	**92**	**100.0**	**55**	**100**	**147**	**100**
b. Ways & Means for Eliminating Existing Discrepancies						
Proper Education/Increasing literacy rate	23	17.4	10	20.0	33	18.2
Developing social awareness	37	28.0	8	16.0	45	24.7
Motivation	4	3.0	7	14.0	11	6.4
Women should be allowed to choose their career freely.	21	15.9	3	6.0	24	13.2

Table-54 Continued.....

Annexure-1

Issues	Distribution of Respondents					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Ensuring equal birth right for women.	6	4.5	4	8.0	10	5.5
Diminishing legislative disparity for women.	4	3.0	5	10.0	9	4.9
Encouraging women's participation in Development	12	9.0	4	8.0	16	8.8
Ensuring Women's candidature in National Election	4	3.0	2	4.0	6	3.2
Empowerment of women	8	6.6	1	2.0	9	4.9
Poverty alleviation	11	8.9	2	4.0	13	7.0
Prohibition of early marriage	2	1.5	4	8.0	6	3.2
Total-b	**132**	**100**	**50**	**100**	**182**	**100**
c. Suggestions for Addressing Identified Attitudinal Problems	400		73		473	
Motivation/Bringing changes in outlook	6	10.2	3	6.25	9	8.4
Proper education	15	25.4	8	16.66	23	21.5
Increasing educational facilities for women	11	18.6	7	14.58	18	16.8
Eradication of poverty	6	10.2	2	4.16	8	7.5
Encouragement/empowerment	3	5.1	8	16.66	11	10.2
Evil elements hindering women emancipation should be stopped with all might.	2	3.3	2	4.16	4	3.7
Legal support by the state	9	15.2	4	8.33	13	12.2
Inclusion of gender issues in educational curriculum	2	3.3	3	6.25	5	4.7
Ensuring equal rights of women in all sphere of life.	5	8.7	11	22.91	16	15.0
Total-c	**59**	**100.0**	**48**	**100.0**	**107**	**100.0**
Grand Total	**283**	**100.0**	**153**	**100.0**	**365**	**100.0**

Annexure-1

Table-55 : Difference of Nutrition Intake Between Male and Female

Nutrition Status	Male	Female
Daily Calorie Intake	1927 Kilo Cal.	1599 Kilo Cal.
Daily Protein Intake	41.4 gm.	32.7 gm.
Lack of Nutrition Among Children	5.0 %	14.0 %

Source : Khatun, Khadija & Others (1995). : Women and Development : Relevant Statistics, Women for Women, Dhaka, p. III.

Table-56 : Number of General Seats won by Women and Reserved Seats for which Women were Nominated by the Majority Party 1973-1996.

Election Year	No. of Elected Women Members	% of General Seats	No. of Reserved Seats for Women	Overall Women's Participation (%)
1973	0	0.0	15	4.8
1979	0 + 2	0.7	30	9.7
1986	5	1.7	30	10.6
1988	4	1.3		
1991	4 + 1	1.7	30	10.6
1996	7	2.3	30	11.2

Source : Khan, Zarina R. : Towards Political Empowerment : Women's Participation in Formal Structures of Politics and Power in Bangladesh" a research mimeo.

Annexure-2

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka, Bangladesh

ASSESSMENT OF ATTITUDES OF GOVERNMENT OFFICIALS OF DIFFERENT LEVELS TOWARDS GENDER ISSUES

(N.B. This questionnaire has been designed as a part of the centre's research programme and the findings of the study would be used as an input of its training curriculum. Please give your candid opinion on the identified gender issues of the present study. Information given by you will therefore be kept strictly confidential)

Sample Questionnaire ; **Date of Enumeration** _____

Enumerator_____

Part-I A. General Information: (Identifying the levels of the Government Officials)

1. Name of the respondent:

2. Sex: Male ☐ Female ☐

Annexure-2

3. Designation:

4. Marital status : Married ☐ Unmarried ☐

5. Age: Years _____ Months _____

6. Level of present position : Junior ☐ Mid ☐ Senior ☐

7. Highest education: Graduate ☐ Masters ☐ M.Phil ☐ PhD. ☐

8. Salary Scale: Tk._____ 9. Duration of total service: 5 yr ☐ 10yr ☐ 15yr ☐ 20yr ☐ 20+yr ☐

10. Official address:

11. Manpower in your office total :_____ Male :_____ Female :_____

Part II. Major Aspects of Gender Issues :

12. Do you consider the following aspects as gender issues :

Sl.No.	Aspects of Gender Issues	Yes	No
i.	Discrimination on birth right between Male & Female		
ii.	Discrimination on having food & nutrition		
iii.	Access to Education		
iv.	Access to health care facilities		
v.	Access to employment		
vi.	Freedom of decision making		
vii.	Political participation		
viii.	Participation in the socio-economic activities		
ix.	Participation in the business & commercial activities		
x.	Religious believe & feelings		
xi.	Social & cultural values		
xii.	Generation flow		
xiii.	Legal system		
xiv.	Reproductive Health & Reproductive Rights		
xv.	Physical characteristics		

Annexure-2

In addition to these, please write below if you have any other aspects to include as gender issues:

Part III. Assessment of Attitudes

13.0 Please mark whether you agree or disagree on the following aspects. If yes, rank your strength of agreement (Ind. = Indifferent, 1=Lowest, 5=Highest)

i. Birth right:

Do you prefer male baby rather than female baby?	Yes	No	Ind.	1	2	3	4	5

13.1 Mention the reasons in favor of your opinion:

13.2 What is your choice in your life in case of one child : Male ☐ Female ☐

14.0 Food Right and Nutrition (If yes, please rank your strength of agreement)

(a) Do you believe that males need more food for their hard working nature than female?	Yes	No	Ind.	1	2	3	4	5

(b) Do you prefer good food for baby male rather than baby female?	Yes	No	Ind.	1	2	3	4	5

14.1 If yes, mention the reasons of your opinion:

15. Education : (If yes, rank your strength of believes in the scale.)

Do you believe that discrimination exists between male and female in the society for having their education?	Yes	No	Ind.	1	2	3	4	5
Do you believe in equal access to education irrespective of male & female?	Yes	No	Ind.	1	2	3	4	5
Do you prefer male for higher education than female?	Yes	No	Ind.	1	2	3	4	5

15.1 Please mention the reasons behind your opinions:

15.2 Please state your children's educational records:

Sl. No.	Male or Female children	Age	Latest Education	Remarks (Progress, Schooling, House Tutor, Special care)
i.				
ii.				
iii.				
iv.				
v.				

i. Birth right:

Do you prefer male baby rather than female baby?	Yes	No	Ind.	1	2	3	4	5

13.1 Mention the reasons in favor of your opinion:

13.2 What is your choice in your life in case of one child : Male ☐ Female ☐

14.0 Food Right and Nutrition (If yes, please rank your strength of agreement)

(a) Do you believe that males need more food for their hard working nature than female?	Yes	No	Ind.	1	2	3	4	5

(b) Do you prefer good food for baby male rather than baby female?	Yes	No	Ind.	1	2	3	4	5

14.1 If yes, mention the reasons of your opinion:

15.3 Do you believe that females are doing well in education than their male counterparts?

Yes ☐ No ☐ Ind. ☐

15.4 Please give the reasons in support of your answers:

a.

b.

c.

15.5 Do you provide special supports for education to your male children rather than Female children?

Yes ☐ No ☐

Please write the reasons in support of your answers:

a.

b.

15.6 Do you support that female can do well than male in some special areas of education :

Yes ☐ No ☐

15.7 If yes, please mention the reasons behind your opinion:

15.8 Please identify the special areas of education suitable for female :

a.

b.

c.

15.9 Rank your opinion on the following aspects for both male and female related to education.

Female					Educational Aspects	Male				
1	2	3	4	5		5	4	3	2	1
					Merit					
					Intelligence					
					Power of Understanding					
					Learning power					
					Results					
					Tolerance					
					Patience					
					Diligence					
					Discipline					

III.IV Health Care:

16. Do you think that females are enjoying less privilege in health care facilities than male both at micro (family) and macro (national) levels?

Yes ☐ No ☐

Annexure-2

17. Do you prefer male rather than female for providing health care facilities in your family? (If yes, please rank your preference)

Yes	No	Ind.	1	2	3	4	5

If yes, please give your reasons:

16. Do you become more anxious at the illness of your male children rather then your female children? (If yes, please rank your anxiousness).

Yes	No	Ind.	1	2	3	4	5

18.1 If yes, please justify your answer with reasons:

III.V Employment

19. Please give your opinion on the following aspects of employment and if yes, rank your strength of opinion.

Sl. No.	Employment Aspects	Yes	No	Ind	1	2	3	4	5
i.	Male should be preferred in access to employment opportunities								
ii.	Believe on equal access to employment opportunities								
iii.	Female are not suitable for all areas of employment								
iv.	Male are not suitable for all areas of employment								
v.	Female are recommended suitable for special areas of employment								
vi.	Employment should be only on merit basis								
vii.	Female should be given special privilege in access to employment								

19.1 Please give your reasons in favour of your answer respectively:

19.2 Please identify (with rank) the major areas of employment suitable for women

III.VI Attitude towards gender issues in the working environment

20. Please rank your attitude on the following gender issues in working environment

Scale of attitudes in case of Female					Gender Issues in the working environment	Scale of attitudes in case of Male				
1	2	3	4	5		5	4	3	2	1
					Organizing capacity					
					Leadership capacity					
					Control					
					Coordination					
					Decision making					
					Guiding capacity					

Annexure-2

Scale of attitudes in case of Female					Gender Issues in the working environment	Scale of attitudes in case of Male				
1	2	3	4	5		5	4	3	2	1
					Motivation					
					Supervision					
					Communication					
					Financial Management					
					Professional skill					
					Quality of work					
					Speed of Work					
					Capacity of expression					
					Sincerity					
					Punctuality					
					Honesty					
					Responsibility					
					Accountability					
					Discipline					
					Power of Judgement					

Annexure-2

Scale of attitudes in case of Female					Gender Issues in the working environment	Scale of attitudes in case of Male				
1	2	3	4	5		5	4	3	2	1
					Personality					
					Cooperation					
					Dependability					
					Awareness					
					Team work					

III.VII Freedom of Decision Making

21. Please rank the following aspects on the freedom of decision making in your family situation

Female					Freedom of decision making aspects	Male				
1	2	3	4	5		5	4	3	2	1
					Allow to choose own career					
					Allow to choose own life partner (Marriage)					
					Allow to decide for child birth					
					Allow to move freely					

Female					Freedom of decision making aspects	Male				
1	2	3	4	5		5	4	3	2	1
					Allow to participate in the decision making on family matters					
					Level of confidence on the decision of your junior family members.					
					Level of confidence on the decision of you senior family members					

22. Please rank your opinion regarding freedom of decision making on the following aspects in your working environment.

Female					Freedom of decision making aspects in your working area	Male				
1	2	3	4	5		5	4	3	2	1
					Allow to take any decision independently					
					Allow to take important decision only					
					Level of confidence on the decision of your junior officials					
					Level of confidence on the decision of your superior					

III.VIII. Participation in the Nation Building Activities

23. Please rank your attitude towards participation in the following aspects of nation building activities.

For Female					Aspects of nation building activities	For Male				
1	2	3	4	5		5	4	3	2	1
					Participation in the socio-economic activities					
					Participation in the business and commercial activities					
					Participation in the cultural activities					

III.IX Political Participation

24. How do you rate the following issues both for males and females ?

For Female					Issues	For Male				
1	2	3	4	5		5	4	3	2	1
					Your attitude towards political participation in general					

Female					Freedom of decision making aspects	Male				
1	2	3	4	5		5	4	3	2	1
					Allow to participate in the decision making on family matters					
					Level of confidence on the decision of your junior family members.					
					Level of confidence on the decision of you senior family members					

22. Please rank your opinion regarding freedom of decision making on the following aspects in your working environment.

Female					Freedom of decision making aspects in your working area	Male				
1	2	3	4	5		5	4	3	2	1
					Allow to take any decision independently					
					Allow to take important decision only					
					Level of confidence on the decision of your junior officials					
					Level of confidence on the decision of your superior					

For Female					Issues	For Male				
1	2	3	4	5		5	4	3	2	1
					Attitude towards political participation from your family					
					Efficiency in performing political activities					
					Risk taking capacity in political participation					
					Stress management capacity					
					Ability to play foul game in politics					
					Ability to play fair game in politics					
					Handling political power					
					Tolerance					
					Capacity to face political hazards					
					Organizing capacity in politics					
					Motivating power in politics					

III.X. Property Share by Heredity

25. Do you agree to the existing property share for Male (one share) & Female (half share) in our legal provision ?

Yes ☐ No ☐

25.1 If no, state your suggestions with arguments :

26. Whom do you prefer for maintaining your generation flow?

Male ☐ Female ☐ Both ☐

27. Comparatively who is physically strong ?

Male ☐ Female ☐

28. Do you think that women are less privileged section in our society?

Yes ☐ No ☐

28.1 If yes, Rank your opinion on the following issues as a cause of women's backwardness:

Sl.No	Causes of women's backwardness	5	4	3	2	1
1.	Literacy Problem					
2.	Over population					
3.	Poverty					
4.	Religious believe & feelings					

Annexure-2

Sl.No	Causes of women's backwardness	5	4	3	2	1
5.	Socio-cultural values					
6.	Benefit returns capacity					
7.	Believe on the maintenance of generation flow					
8.	Legal system					
9.	Property share					
10.	Physical characteristics					
	In addition to these what are the other causes of women's backwardness in our society:					

Annexure-2

29. Do you support women empowerment in the perspective of women's backwardness?

Yes ☐ No ☐

29.1 If yes, rank your opinion on the following issues in favor of women empowerment

Sl.No	Issues in favor of Women Empowerment.	5	4	3	2	1
1.	Privilege of women's education should be increased					
2.	Population growth must be controlled					
3.	Poverty must be reduced					
4.	Proper religious knowledge should be encouraged instead of creating religious backwardness					
5.	Socio-cultural values should be enriched					
6.	Legal provision should be modernized					
7.	Political involvement					
8.	Decision making					
	Any other point (mention specifically)					

29.2 If the answer is no for the above question, please put your arguments on the following issues :

(a) What are the major attitudinal problems towards gender issues?

(b) How can we eliminate the existing discrepancies between the genders in Bangladesh context?

(c) What are your suggestions in addressing and developing the attitudinal problems of gender issues?

30. Please state below, if any other suggestions you have on the development of gender issues:

[Thanks for your co-operation]

BIBLIOGRAPHY

Akhter, Farida (1994). : Reproductive Rights : A Critique from the Realities of Bangladesh Women. In: Jahan, Roushan et al ed. : *Reproductive Rights and Women Health*, Women for Women, Dhaka.

Akhter, Halida Hanum (1994). : Concept Presentation and Related Issues on Reproductive Health. In : Jahan, Roushan et al ed. : *Reproductive Rights and Women Health*, Women for Women, Dhaka.

Afkhami, Mahnaz (1999). : A Vision of Gender in Culture. In : Serageldin, Ismail and Martin-Brown, John (ed.). : *Culture in Sustainable Development : Investing in Culture and Natural Endowments*, The World Bank, Washington D. C.

Bailyn, Lotte et. al. (2000). : Moving Corporations in the United States Towards Gender Equity — A Cautionary Tale. In : Haas, Linda L. et. al. ed. : *Organizational Changes and Gender Equity : International Perspectives on Fathers and Mothers at the Workplace*, Sage Publication, Inc., London, New Delhi.

Centre on Integrated Rural Development for Asia and the Pacific (1998). : *Towards Gender Equity : Poverty, Rights and Participation*. CIRDAP, Dhaka.

Charles, Nickie (1993). : Gender Division and Capitalism. In : *Gender Division and Social Change*, Harvester, Wheatsheaf, Hertfordshire, UK.

Choudhury, Dilara (1995). : Women's Participation in the Formal Structure and Decision-Making Bodies in Bangladesh. In : *Empowerment of Women : Nairobi to Beijing (1985-1990*, Women for Women, Dhaka.

Duza, Asfia and Begum, Hamida A (1993). : *Emerging New Accents : A Perspective of Gender and Development in Bangladesh.* Women for Women, Dhaka.

Fyzennessa, Noorunnahar (1994). : The Status of Reproductive Rights and Women's Health : Findings of a Survey. In : Jahan, Roushan et el. : Reproductive Rights and Women's Health, Women for Women.

Gribble, James N. and Preston, H. Samuel (1993). : *The Epidemiological Transition : Policy and Planning Implications for Developing Countries*, National Academy Press, Washington D. C.

Guhathakurda, Meghna and Begum, Suraiya (1995). : Political Empowerment of Women's Movement. In : *Empowerment of Women : Nairobi to Bejing (1985-1995)*, Women for Women, Dhaka.

Halder, Nilratan. : Women in the Army : A Big Breakthrough in Gender Equity. Observer Magazine, Friday, July 28, 2000, Dhaka, 2000.

Haque, A. K. M. Hedayatul and Bala, Hiralal (1988). : *Women in the Bangladesh Civil Services*, Bangladesh Public Administration Training Centre, Savar, Dhaka.

Hossain, Hameeda et al. (1990). : *No Better Option? Industrial Women Workers in Bangladesh.* University Press Limited, Dhaka.

Hossain, Hameeda (1999). : Women in Politics. In : Ahmad, Mohiuddin (ed.). : *Bangladesh Towards 21st Century*, Community Development Library, Dhaka.

Husain, Syed Anwar (1995). : Women's Empowerment : Education and Culture. In : Jahan, Roushan. : *Empowerment of Women : Nairobi to Beijing (1985-1995)*, Women for Women, Dhaka.

Huq, Jahanara (1995). : Empowerment of Women in Bangladesh : The Rural Scenario. In : *Empowerment of Women : Nairobi to Beijing (1985-19950*, Women for Women, Dhaka.

Jahan, Roushan et al ed.(1994). : *Reproductive Rights and Women Health*, Women for Women, Dhaka.

Jahan, Selina Akhter (1991). : *Recent Bangladesh : Women and Children*. Vasa Prokash, Dhaka.

Khatun, Khadija & Others ed. (1995). : *Women and Development : Relevant Statistics*. March, 1995, Women for Women, Dhaka.

Khattab, Hind et. al. (1994). : *Methodology for Entry in the Community*. The Policy Series in Reproductive Health, No. 3, The Population Council, Cairo.

Mongella, Gertrude (1995). : Women and Education : The Ultimate Lever. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, The University Press Limited, Dhaka.

Monsoor, Taslima (1999). : *From Patriarchy to Gender Equity : Family Law and its Impact on Women in Bangladesh*. The University Press Limited, Dhaka.

Maitra-Sinha, Anjana (1993). : *Women in Changing Society*. Ashish Publishing House, New Delhi.

Muntemba, S & Dankelman, I (1995). : In : Haider, Raana. : *A Perspective in Development : Gender Focus*, University Press Limited, Dhaka.

Rahman, M. Safiur and Imam, Kazi Hasan (1993). Need Assessment of Population Training for the participants of the Foundation Training Course. BPATC, Savar, Dhaka.

Rahman, Shaheen (1998). : *About Gender and Development.* Steps Towards Development, Dhaka.

Rogers, Barbara (1995). : Women and Nutrition and Health. In : Haider, Raana. : *A Perspective in Development : Gender Focus*, University Press Limited, Dhaka.

Sen, Gita et. al. Ed. (1994). : *Population Policies Reconsidered : Health, Empowerment and Rights.* Harvard Series on Population and International Health, HCPDS & IWHC, New York.

Singh, Karan (1992). : Population, the Forgotten Factors. In : *The Indian Journal of Public Administration*, IIPA, Vol. XXXVIII, No. 3, July-Sept., 1992.

Southard, Barbara (1996). : *The Women's Movement and Colonial Politics in Bengal 1921-1936.* University Press Limited, Dhaka.

The Government of the People's Republic of Bangladesh.. : *Bangladesh Constitution.* Dhaka, p. 8. Part-III.

The Government of the People's Republic of Bangladesh (1988). : Bangladesh Health Services Report, Dhaka.

The Government of the People's Republic of Bangladesh (1998). : *The Fifth Five Year Plan 1997-2002.* Planning Commission, Ministry of Planning, Dhaka.

The Nairobi Forward Looking Strategies for the Advancement of Women, 15-26 July, 1985, New York, United Nations, 1989.

The World Bank (1994). : *Enhancing Women's Participation in Economic Development.* A World Bank Policy Paper, Washington D. C.

UNDP. : *Human Development Report 2000*. Oxford University Press, New York, 2000.

UNDP (1996). : *Overview* : UNDP's 1996 Report on Human Development in Bangladesh — A Pro-Poor Agenda, Orchid Printers, Dhaka.

Younis, Nabil et al. (1994). : *Learning about the Gynaecological Health of Women*. The Policy Series in Reproductive Health, No. 2, The Population Council, Cairo.

99906

LIBRARY
Bangladesh Public Administration
Training Centre, Savar, Dhaka.