

Gender Discrimination in Higher Educational Institutions in Bangladesh: A Study on Students' Perspectives

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Abstract

The present study is undertaken to explore the current status of gender discrimination in higher educational institutions in Bangladesh. The study demonstrates the perception of students of tertiary level in Bangladesh about the knowledge, causes, nature and extent of gender discrimination prevalent in higher educational institutions. Besides, the paper examines the understanding of students about gender discrimination in the university atmosphere and the possible remedies available in their respective universities. This paper finds out the current status of gender discrimination, reasons, and possible solutions and ways to reduce the problem from the campuses. Lastly, this study suggests some way out based on the data received from the current students of universities to combat the curse of gender discrimination in the society.

Keywords: Gender discrimination, Gender equality, University, Higher education, Bangladesh

Introduction

In general parlance, discrimination denotes treating a person inimically or violating a person's honor and dignity because of some predetermined issues such as sex, race, caste, creed, religion and nationality etc. Therefore, gender discrimination occurs if a person is not treated equally because of his or her gender. In other words, gender discrimination may be committed through harassment or discrimination based on sex, gender identity or gender expression. Article 1 of the Convention against Discrimination in Education, 1960 referred that discrimination means, any distinction, exclusion or limitations made based on race, color sex, language, religion, nationality or social origin, birth, political or other opinions, to nullify the equality treatment in education and also including, any person or group of persons depriving from access to education of any type or at any level, limiting any person or group of persons to the education of an inferior standard. In other words, if a student is treated unequally in higher educational institutions because of only his or her gender identity, it is a case of gender discrimination of learners in higher educational settings.

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In this present study, the status of gender discrimination faced by the students in higher educational institutions is assessed based on the data given solely by the students. The study endeavors to know the understanding of the university students about gender discrimination. They have been given some both open ended and closed ended options and they responded and provided us the activities they think to be gender discrimination. In this way, the present knowledge of the students is assessed. They have also been asked about the nature and extent of discriminatory actions and inactions based on gender they face or think in existence in the university campus. In addition, the thought of the students regarding the reasons and causes of gender discrimination in the campus has also been recorded. Furthermore, students have provided their opinions about the probable solutions of this curse from the universities. Based on all such data, the present study reaches its findings.

Objectives of the Study

The present research is carried out to explore the status of gender discrimination the students generally experience in higher educational institutions in Bangladesh, their knowledge and expectations on laws and policies and the possible solutions to reduce the occurrence of gender discrimination in educational settings.

Literature Review

The review of literatures on gender discrimination in education reveals the huge incidence of gender based unequal treatments from different dimensions. The causes and possible solutions of such problems were also discussed in many of those literatures. Jacobs, J. A. (1996) emphasized that women are the main victims of gender discrimination in education and the educational institutions have no adequate means in redressing gender discrimination. The author tried to examine the status of inequality in higher education whereas the present study is aimed to explore the students' perception of gender discrimination in higher education.

Pokharel, S. (2008) expressed that women face more discrimination in society rather than in their households. Apart from that, married women face more discrimination rather than unmarried women in occupation, education, and property. This research was conducted to describe gender discrimination in women's perception whereas the present study is based on students' perception of gender discrimination in their respective universities.

Karuppan, C. M. & Barari, M. (2010) expressed that gender discrimination results in severe adverse effect on a student's academic activities such class partici

pation, meaningful interactions of an academic nature with classmates and achieving learning outcomes. On the other hand, our study is aimed to find out the overall environment regarding gender discrimination in higher education through the lens of students.

Kouta, C and Kaite, C. P. (2011) found discrimination in the nursing sector against male nursing students. He also showed that male nursing students should also get equal educational facilities, nursing educational policies should be changed, cooperation should be increased and faculty members should prepare nursing male students in such a way that they can interact with female clients as well. The research deals with the discrimination faced by nursing male students whereas our present study relates to the discrimination in overall higher education without specification of any field.

Matope, N. (2012) found the existence of gender gap in secondary school and suggested that men need to be aware that the presence of women in the workplace is so much beneficial and so participation of women in schools is a dire need. The author has described gender discrimination in terms of participation in secondary schools whereas our present research is on gender discrimination experienced by students in higher educational settings.

Saha, A. (2013) stated that family's expenditure for education is more for male than female. The author expressed that females face discrimination in case of expenditure in their education in both rural and urban areas.

Gökçe, A. T. (2013) found the occurrences of gender discrimination in educational institutions by peers, faculty members, and staff. The author showed based on the information students reveal that university students seem to be discriminated because of gender and political identity by lecturers, peers and staff on campus. The present study is solely focused on the gender discrimination in higher education in Bangladesh in the eyes of students.

Shaukat, S. et al (2014) expressed that reasons such as policy-making issues, curriculum monitoring and evaluation, play a vital role in gender discrimination in higher education in Pakistan. The data of the research has been collected from the teachers of the institutions, whereas, the data of the present study is collected from the students to assess students' perception of gender discrimination in higher education in Bangladesh.

Popaac, O. and Bucur, N. (2014) intended to determine how aware Romanian educational practitioners are of gender inequality and also to determine what

steps they have taken to eliminate gender inequality. In addition, they found that the lack of knowledge about gender discrimination is the prime factor for gender discrimination in educational settings. They collected data of the research from primary and secondary level schools. But in the present study, data have been collected from students in higher education. On the other hand, the authors collected data from women inly whereas, we have collected data from students irrespective of their gender.

Sadia et al. (2014) explored the textbooks at the primary level in Punjab, Pakistan to identify the status of gender inequality and found gender stereotyping and construction of gender roles creating a gender apartheid picture in the textbooks. In addition, they found that in those textbooks males are showed to be more favorable compared to women. Whereas, our present research is not on finding discriminatory texts in the textbooks rather to explore gender discrimination in higher education.

Salik, M. and Zhiyong, Z. (2014) examined the status of gender inequality in higher education in rural areas in Pakistan. In this research, the authors have concern that the number of female students is lessening from higher education. So the authors suggested that significant changes be made and equal access be provided without any kind of discrimination to increase the female participation in universities. On the other hand, our study is not about the percentage of participation of male and female rather students' perceptions regarding gender discrimination in universities.

Blunch, N. and Das, M. B. (2015) explored the attitude towards gender discrimination in education among Bangladeshis. The authors highlighted that the percentage of women getting education has changed a lot over the decades. Moreover, the attitude of the family members towards women's education has also changed in a few decades. The authors also showed that women are still conservative but education has been able to change this conservative attitude to some extent. The research explored the status of gender discrimination in education in Bangladesh whereas our object is to find out the present status of gender inequality in Bangladeshi tertiary level educational institutions.

Kapur, R. (2018) stated that girls have faced more discrimination in various aspects compared to their male counterparts. They also get fewer opportunities for participation, and the reasons behind this misfortune are conditions of poverty, the prevalence of traditional viewpoints, school infrastructure, discriminatory treatment among girls, the occurrence of criminal and violent acts, child marriage, education of the parents, occupation of the parents, management of household

responsibilities and lack of interest in studies. The research showed that women are discriminated more because of their gender.

Witte, F. M. et al. (2006) found the gender discrimination or sexual harassment incident of medical students during their medical school. They collected written information from victims and described the manners they got victimized. Also, Kisiel, M. A. et al. (2020) presented a picture of the prevalence of gender discrimination and sexual harassment towards medical students. The study showed that the prevalence of gender discrimination and sexual harassment in many cases decreased in male students and increased particularly among female pre-clinical students. And gender gap plays an important role in the prevalence of gender discrimination or sexual harassment. They emphasized that it could be minimized through awareness. The research was specifically targeted to find gender discrimination or sexual harassment against medical students whereas the present study is aimed to show students' perception of gender discrimination in general higher educational settings.

Methodology

Apart from systematic literature review, the quantitative approach has been used in conducting the present study. A primary survey has been carried on with a view to collecting data from university going students in Bangladesh. The universe for the survey consists of both male and female students studying in different public and private universities or colleges affiliated with Dhaka University or National University of Bangladesh. The respondents are from different institutions and from different subjects of study in different levels ranging from undergraduate to postgraduate studies. For collecting data both purposive and snowball techniques have been applied. The survey was careful about the privacy of the respondents and they were advised while responding that they were at liberty to respond to or decline to respond to one or more questions if they thought to be uncomfortable. They were also advised that this survey was voluntary and their responses would be assessed anonymously without disclosing their name or identity. The survey was a structured questionnaire form for collecting both open ended and closed ended responses making it consistent with the research objectives. Prior to the designing of the questionnaire, a detailed review of literature has been conducted and some relevant set of questionnaires have been analyzed. The questionnaire has been structured primarily to collect information on the understanding and knowledge of the students about gender discrimination, the nature and extent of gender discrimination in higher educational institutions, the actions and inactions of the universities in redressing the problem and the reasons and possible solutions of gender discrimination in the campus.

Limitations

The present study took into consideration only the students' perception while assessing the status of gender discrimination in higher educational institutions in Bangladesh. Other relevant persons such as faculty members, administrative officials and other staffs were not interviewed or their perceptions were also not taken into consideration. In addition, samples were not taken from all universities, colleges or institutions offering tertiary level education although samples were collected from all major kinds of higher educational institutions to satisfy the objects of the study. Therefore, many more studies could be accomplished engaging all other stakeholders and institutions in future.

Data Analysis, Discussion and Results

Demographic Profile of the Respondents

The demographic information covers age, marital status, religion, and status of current education at universities. The demographic characteristics of the respondents are illustrated in Figure-1, Table-1 and Table-2. It is seen that all the respondents are current university going students in different kinds of tertiary level education provider institutions and universities.

Age Profile

Generally, the respondents of the sample are young as the sample has been collected from 91 students from different departments of different universities, and we have seen that every student is from 15-30 years old. In other words, 84 students are between the ages of 20-25 years, which means almost 77 percentage students are between the ages of 20-25 years. On the other hand, 3 students are between the age of 25-30, with a percentage of 2.73 and 1 student is from the age of 15-20, with a percentage of 0.91.

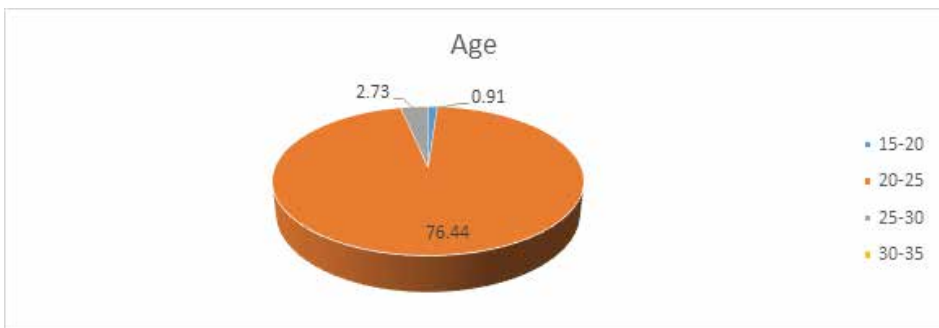


Figure: 1: Age Profile of the Respondents

Marital Status

We have collected information from 91 students, and from these respondents 78 is unmarried, the percentage is around 69. On the other hand, 8 students are married, 1 student is divorced and 1 remains in others category.

Religion

The majority of the respondents are from the religion of Islam which is 80.8 per cent. Besides, 2.73 and 0.91 percent students are from Hindu and other Religions respectively.

Table: 1: Marital Status and Religion of the Respondents

Marital Status and Religion of the Respondents				
Marital Status	Married	Unmarried	Divorced	Others
Number of Respondents	8	78	1	1
Total Response	88			
Percentage	7.04	68.64	0.88	0.88
Religion	Islam	Hindu	Christian	Others
Number of Respondents	88	2	-	1
Total Response	91			
Percentage	80.08	2.73	-	0.91

Current Study Level

A majority portion of respondents are from private and public universities, whereas, a few of the respondents are from Dhaka University affiliated 7 colleges and National University affiliated colleges respectively. In addition to that, most of the respondents are studying in the Honors program and other portions of respondents are studying in the Master program. In other words, 74.62 percentage students are in the Honors program and 8.19 percentage students are in the Master program. Furthermore, these respondents are from various departments such as BBA, CSE, Law, English, Textile, Pharmacy, Civil Engineering, Fashion Design and Technology, Journalism, EEE and Others.

Table: 2: Current Study Level of the Respondents

Current Study Level of the Respondents											
Universities Category	Public			Private			DU Affiliated 7 College			NU Affiliated Colleges	
Respondents	22			44			8			1	
Total Response	72										
Program	Honors			Masters			MPhil			PhD	
Respondents	82			9			-			-	
Percentage	74.62			8.19							
Total Response	91										
Department	BBA	CSE	Law	English	Textiles	Pharmacy	Civil Engineering	Fashion Design and Technology	Journalism	EEE	Others
Respondents	24	16	9	6	3	1	1	1	3	2	25
Total Response	91										
Percentage	21.84	14.56	8.19	5.46	2.73	0.91	0.91	0.91	2.73	1.82	22.75

Nature and Extent of Gender Discriminations in Higher Educational Institutions in Bangladesh

Meaning of Gender Discrimination

More than 30 per cent respondents, the highest in the response list, understood gender discrimination as any unfair treatment, bias or prejudice that is based on an individual's gender. On the other hand, a near about 26 per cent of respondents stated that the act of unfair and unequal treatment of individuals based on their gender in the context of academic institutions is gender discrimination. Apart from that, 9.1 per cent understood gender discrimination as a restriction in the case of choosing a subject. But 4.55 per cent of respondents considered sexual harassment as gender discrimination in higher education also. Whereas, less than 1 per cent of respondents thought the act of intimidation based on gender being gender discrimination in higher education. Besides, approximately 13 per cent of respondents indicated others act as gender discrimination in higher education, which is not covered in my survey answer. However, although the meaning of gender discrimination differed among the respondents, the majority of the respondents considered gender discrimination in any of the forms to be a serious matter of concern.

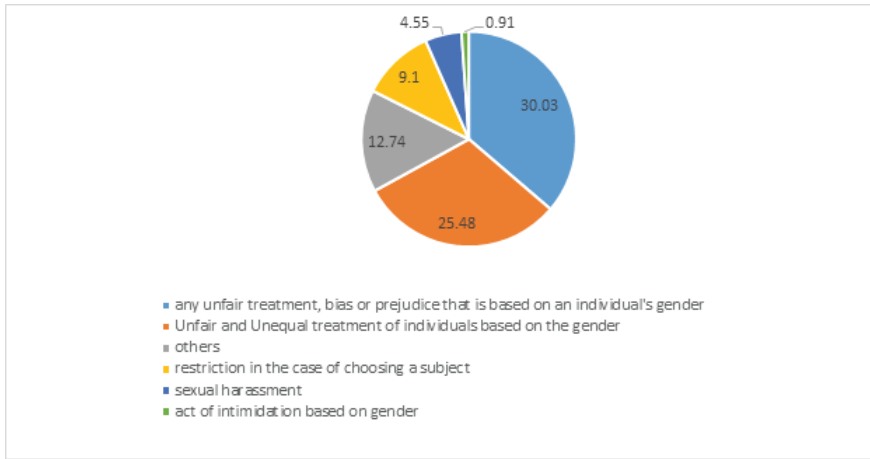


Figure 2: Meaning of Gender Discrimination

Acts Considered to be Gender Discrimination in Higher Educational Institutions

The largest number of respondents comprising of 36.4 per cent considered not getting equal rights in educational institutions as gender discrimination in higher education. Besides, a large portion of respondents, if we describe in percentage that will be 33.67 per cent of respondents, the second highest number of respondents, considered unequal treatment in the classroom based on gender as gender discrimination in higher education. On the other hand, 25.48 per cent of respondents considered the act of nasty comments by classmates on account of race or religion as gender discrimination. Also, 21.84 per cent of respondents thought that restriction in choosing a subject considering the gender capabilities is a gender discrimination. Moreover, more than 17 per cent of respondents thought that unequal access to education and other factors as well to be gender discrimination.

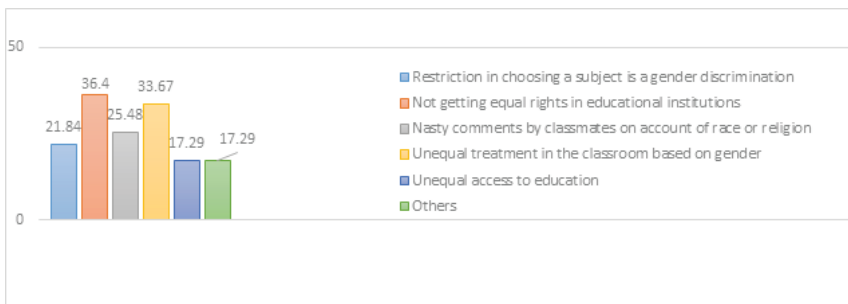


Figure 3: Acts Considered to be Gender Discrimination

Reasons for Gender Discrimination in Higher Educational Institutions

A majority portion of the respondents stated that the narrow societal mindset is the prime factor for occurring gender discrimination in higher educational institutions, and it is the view of 49.14 per cent of respondents. On the other hand, around 12 per cent respondents stated that false societal and personal notions play a role in the occurrence of gender discrimination in higher educational institutions. Besides, 9.1 per cent respondents identified that lack of legal framework plays a role in the occurrence of gender discrimination. According to the opinion of 4.55 per cent of respondents, uneven access to education is a factor in the occurrence of gender discrimination. Apart from that, 3.64 per cent of respondents indicated that loopholes in legal policies in the universities and other acts play a role in the occurrence of gender discrimination.

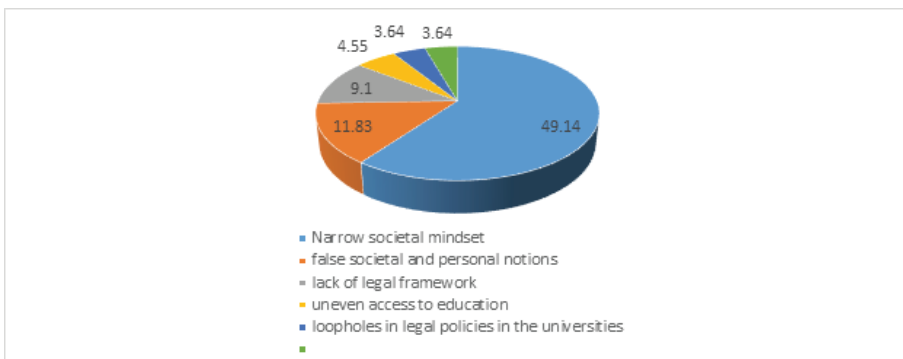


Figure: 4: Reasons for Gender Discrimination

Status of Gender Discrimination in Higher Educational Institutions

The respondents have also been asked a question through the survey whether they have ever faced gender discrimination. Surprisingly, almost the majority of respondents stated that they have not faced gender discrimination in higher educational institutions. Some have replied in reverse that they have faced discrimination based on their gender. Besides, a group of respondents stated that they have been facing gender discrimination sometimes in higher education.

Table: 3: Occurrence of Gender Discrimination in Higher Educational Institutions

Occurrence of Gender Discrimination in Higher Educational Institutions			
Occurrence of gender discrimination in higher education	Yes	No	Sometimes
Number of Respondents	13	54	23
Total Response	90		
Percentage	11.70	48.6	20.7

Gender Discrimination by Classmates, Teachers and Administrative Officers of Higher Educational Institutions

About 60 percent respondents stated that they have not faced any gender discrimination by their classmates. Whereas, less than 7 percent respondents stated that they have faced gender discrimination by their classmates sometimes. On the other hand, 12.60 per cent of respondents said that they have faced gender discrimination occasionally by their classmates. Approximately 3 percent respondents did not disclose the matter considering it to be a very sensitive issue.

Although gender discrimination is a matter of serious concern, it is a matter of joy that in our higher educational institutions around 55% respondents stated that they did not face any kind of gender discrimination by their teachers. On the other hand, a slight portion, about 13 percent of respondents expressed that they have faced gender discrimination by their teachers. Besides this, 10.68 percent of respondents stated that they sometimes faced gender discrimination from their teachers. Apart from that, about 2 percent respondents said that they often faced gender discrimination from their teachers.

In addition to that, the situation of gender discrimination by administrative offices is also satisfactory. As most of the respondents opined that they have not faced any kind of gender discrimination by administrative offices. Whereas, a few respondents expressed that they have faced gender discrimination by different administrative officers of universities. Apart from that, 10 respondents stated that sometimes they faced such discrimination. It is indeed a matter of great joy that the students are not discriminated because of their gender by the major stakeholders i.e., classmates, teachers and concerned administrative officials in most of the cases.

Table: 4: Gender Discrimination by Classmates, Teachers and Administrative Officers

Gender Discrimination by Classmates, Teachers and Administrative Officers					
Gender discrimination by classmates	Yes	No	Sometimes	I do not want to disclose this as it's a matter of sensitive	Often
Number of Respondents	7	66	14	3	-
Total Response	90				
Percentage	6.30	59.40	12.60	2.69	-
Gender Discrimination by Teachers	Yes	No	Sometimes	I do not want to disclose this as it's a matter of sensitive	Often
Number of Respondents	14	61	12	-	2
Total Response	89				
Percentage	12.46	54.29	10.68	-	1.78
Gender Discrimination by Administrative Officers of universities	Yes	No	Sometimes	I do not want to disclose this as it's a matter of sensitive	
Number of Respondents	12	66	10	1	
Total Response	89				
Percentage	10.68	58.74	8.9	0.89	

Gender Discrimination in case of Choosing a Subject for Higher Education

In the society it is prevalent that some subjects of study are considered to be for a specific gender but the reality is no knowledge should be bound for any specific gender. The study asked the respondents whether they have faced such gender discrimination in choosing their subject of study for higher education. More than one-fourth of the respondents have expressed that they have faced gender discrimination by their parents or relatives in case of choosing a subject for their higher education. But a large portion of respondents, more than 40 per cent of respondents have expressed that they have not faced gender discrimination by their parents or relatives in case of choosing a subject for their higher education. Moreover, around 15 percent respondents have expressed that they have not at all faced discrimination by their parents or relatives in case of choosing a subject in any stage of their study life because of their being male or female.

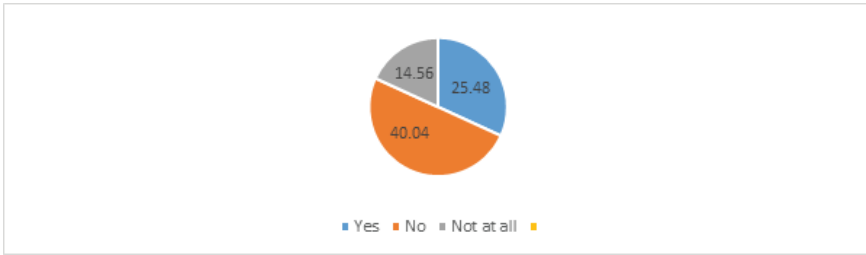


Figure: 5: Gender Discrimination in Subject Choice

Adverse Effects of Gender Discrimination on Study

It is generally presumed that gender discrimination may have adverse effect on the victim's education. In responding such queries, more than 19 percent of respondents think that gender discrimination affects their study. On the other hand, around 31 percent of respondents thinks that it does not generally affect their study. Moreover, 9.1 percent respondents expressed that gender discrimination does not at all affect their study. Besides this, a slightly large portion of respondents, 20.02 per cent of respondents, think that gender discrimination affects their study sometimes.

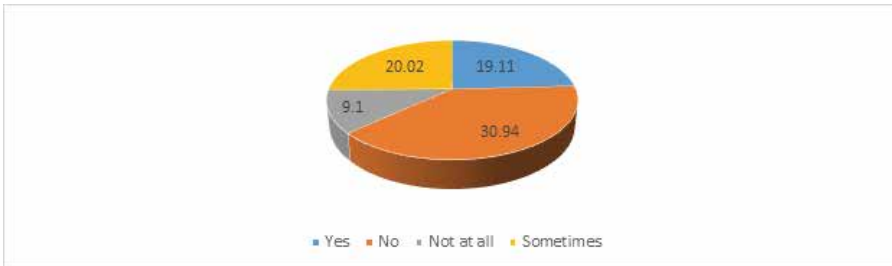


Figure: 6: Gender Discrimination Affects Study

The Knowledge and Expectation of Respondents on laws and policies on Gender Discrimination in Bangladesh

Universities should make strict policies against gender discrimination

Respondents were asked whether the universities should make strict policies against activities that tantamount to gender discrimination. More than 65 per cent respondents expressed their opinion that their universities should make strict policies against gender discrimination. On the other hand, a small number of respondents, 8.19 per cent of respondents expressed that their universities should not involve in making policies against gender discrimination. Lastly, a portion of 26.39 per cent of respondents also expressed that their universities should make and implement strict policies for bettering the condition of gender equality in the campus.

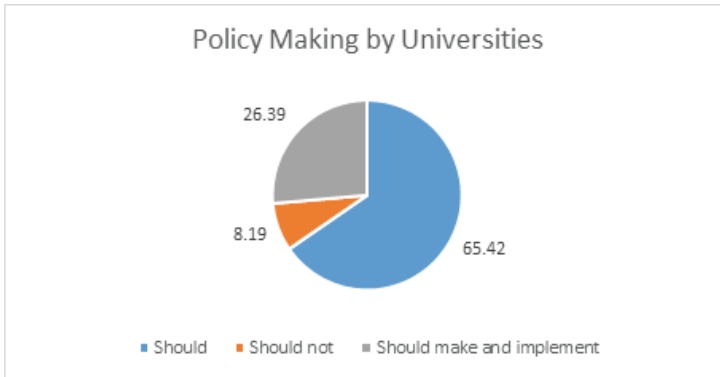


Figure: 7: Policy Making by Universities

Participation of faculty members and students in the making of policies against gender discrimination in the universities

In the making of policy against gender imparity in the universities the engagement of faculty members and students are highly recommended by the respondents. As teachers are actively and directly involved with the students and in most cases they are not prejudicial and discriminatory and the students are the main stakeholders in the case of gender discrimination in campuses about three-fourth of the respondents urged participation of both teachers and students. About 14 per cent and 13 percent respondents suggested that only faculty members and students respectively be involved in the policy making.

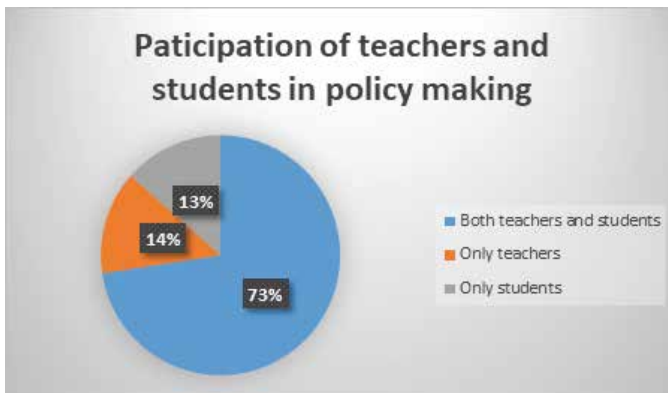


Figure: 8: Participation of Teachers and Students in Policy Making

Steps to be taken by the government to prevent gender discrimination

Respondents suggested that the government take some necessary actions with a view to preventing gender discrimination. Legislating effective laws, providing knowledge of gender discrimination through workshops, training, seminars

and wide campaigning, increasing the enforcement of existing laws, creating gender sensitivity and establishing a particular cell for the effective implementation of gender equality in the society were the main suggestions from the respondents to prevent gender imparity in the society. The respondents thought that by taking these steps government will be able to prevent gender discrimination in the higher educational institutions in Bangladesh.

Table: 5: Suggestions to Prevent Gender Discrimination

Suggestions of the respondents for the government to prevent gender discrimination
<ul style="list-style-type: none"> • Effective law making • Awareness building through wide campaigning • Continuous and repeated seminars, symposiums, workshops and outreach programs should be carried on. • Increasing the enforcement of existing laws • Widening gender sensibility in the society • Establishing a special cell for the effective implementation of gender equality in the society

Role of Human Rights NGOs and Civil society in the process of effective legislation for gender equality in Bangladesh

Approximately 11 per cent of respondents think that human rights NGOs and civil society can help the government working as a pressure group in legislating and implementing laws on gender equality. On the other hand, 22.68 per cent respondents think that they can help the government by providing necessary information in case of amendment of the existing legal framework. But 27.72 per cent of respondents think that they can have an impact by talking to the victims, and advising if new laws are needed. Additionally, 9.24 per cent of respondents think that they can help the government in "other" ways as well.

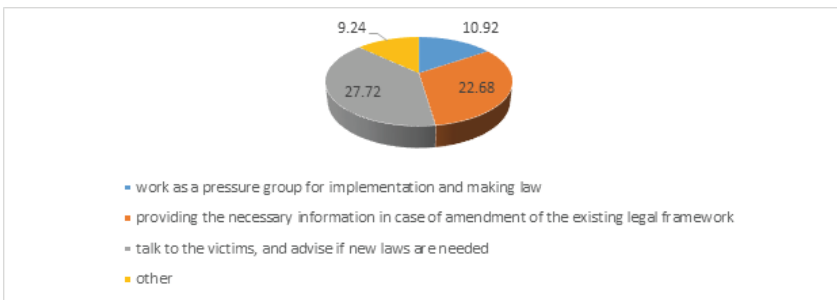


Figure: 9: Role of NGOs in Legislating Gender Equal Laws

Actions and Inactions against Gender Discrimination

Role of Universities against Gender Discrimination

During the survey, a question was asked to the respondents whether their

universities play any role against gender discrimination in the campus. More than 19 per cent of respondents replied in the affirmative. On the other hand, 10.92 per cent of respondents stated that their universities do not play any role against gender discrimination. Surprisingly, the matter was unknown to the remaining majority of the respondents.

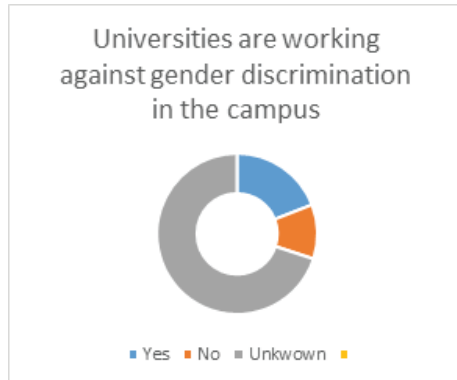


Figure: 10: Universities against Gender Discrimination

Besides, while the respondents were asked whether their universities have any separate sexual harassment prevention committee for the prevention of harassment and promotion of gender equality in the campus. Surprisingly only about 6.37 per cent of respondents stated that in their universities a separate sexual harassment prevention committee exists. Apart from that, 16.38 per cent of respondents stated that their universities provide equitable access to study so that no one feels any kind of discrimination. About 23.66 per cent of respondents said that their universities provide safe and inclusive environments that promote gender equality, by providing resources and support for individuals who have experienced discrimination or harassment. But 19.11 per cent of respondents stated that their universities promote gender equality to prevent gender discrimination. 13.65 per cent of respondents stated that their universities promote diverse representation against gender discrimination.

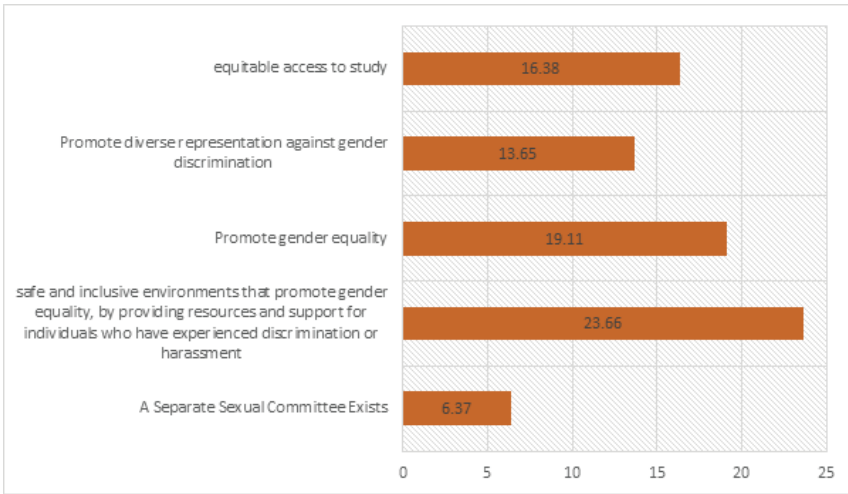


Figure: 11: Universities against Gender Discrimination

Opinions and Suggestions for Preventing Gender Discrimination in Higher Education

The following table demonstrates the opinions and suggestions provided by the respondents for preventing gender discrimination in higher educational institutions. Respondents opined and suggested that creating social awareness, ensuring equal access to education, strengthening legal protections and campaigning to create knowledge about gender sensitivity and equality will reduce discrimination in the universities. In addition, making and implementing strict policies by the universities and concerned authorities are also important to reduce the happening of gender discrimination in higher educational institutions.

Table: 6: Suggestions for Preventing Gender Discrimination in Universities

Respondents' Opinions and Suggestions for Preventing Gender Discrimination in Higher Education
By creating social awareness
Ensure equal access to education
Through Strengthen legal protections
Universities should make strict policies
Creating knowledge against gender discrimination
Should take a proactive step
Implementing strict policies and regulations against discrimination
Promoting gender sensitivity and awareness
Providing equal opportunities and resources for all
Ensuring fair and unbiased evaluation and assessment of academic performance

Recommendations and Conclusion

In Bangladesh, gender discrimination is prevalent in higher educational institutions as perceived by the students. But, it is a matter of great joy that the amount of discriminatory actions from classmates, teachers and administrative officers are gradually decreasing. The amount of discriminatory occurrence is very few by these very close stakeholders in the universities as we find in the provided data given by students of different higher educational institutions. Nonetheless, this minimum curse should also be reduced by the enforcement of proper mechanisms in the universities.

As per the present study, narrow social mindset and social stereotypes are the main reasons among other contributing factors that lead to gender discrimination. Even the narrow social mindset is prevalent in the educated community as the data of the present study has been collected from university going students. It indicates that we are being educated but somehow, we failed to incorporate the knowledge and significance of gender sensitivity, gender equality and curse of gender discrimination in our education. That is why this study suggests the incorporation of gender study, gender sensitivity and gender equality in our curriculum, particularly in the curriculum of school level. Also, we need to provide all human equal access to rights and facilities irrespective of gender because if we ensure gender equality, gender discrimination will automatically be lessened.

As per law, every educational institution should have a separate anti-sexual harassment committee and we found the existence of such committees as well but the responses showed that students are not aware of the active functioning of such committees. And so their responses showed that such committees are not in existence. This paper recommends to carry on active functioning of such committees by awareness campaigning, seminar and symposium on gender sensitivity etc. In this way, students will learn about the gender sensitivity and will refrain from discriminatory activities. In addition, awareness program broadens the possibility of practicing equality in higher educational settings. Therefore, workshop, seminar and campaigning on the significance of gender equality and curse of gender discrimination should be regularly conducted in the university premises. These activities may be conducted separately for teachers, students and other officers enlightening their role in the abolition of gender discrimination from the campus. Consequently, all members of the higher educational institutions will become aware in implementing equality in the campuses.

Activities of the higher educational institutes should be visible and functioning. In the present study we found that many students are not aware about the anti-sexual

harassment committee in the campus whereas such committees are in place in the institutions. The universities should take appropriate measures to make their students aware about such committees, other facilities and forums in the campus in case anyone is sexually harassed or faces any kind of discrimination because of gender. In this regard, the universities may conduct periodical survey in their own campuses to know the present status of gender discrimination. With the data of the survey, the universities may take appropriate actions to reduce the occurrence of gender discrimination. Also, posters, festoons and complaint boxes may be placed in visible places of the campus with a view to showcasing the existence and functioning of the concerned committees and forums working to redress gender discrimination in the campus.

The higher educational institutes should prepare and adopt strict but balanced policies to prevent gender discrimination in the campus and to punish the person who discriminates anyone based on one's gender. Formulating and adopting policies are not enough if implementation is not properly monitored. Therefore, implementation mechanism should strictly be maintained to ensure gender discrimination is on the gradual decrease in the campus. In addition, in the policy making process of the universities against gender discrimination, the opinions of faculty members and students should also be taken into consideration as teachers are closely connected with students and so students can share their grievance to them and rely on them primarily more than any other personnel in the university or educational settings as reflected in the data provided in this study by the students. Finally, every discriminatory action and inaction should be abolished from the higher educational institutes by taking appropriate steps. Because, if we fail to broaden the outlook of our university students about the role of gender equality and curse of gender discrimination, they will again show their discriminatory outlook in their workplace. Therefore, we should put our highest effort in educating our graduates that we all irrespective of gender are equal and should have equal access to life, right, freedom and facilities.

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