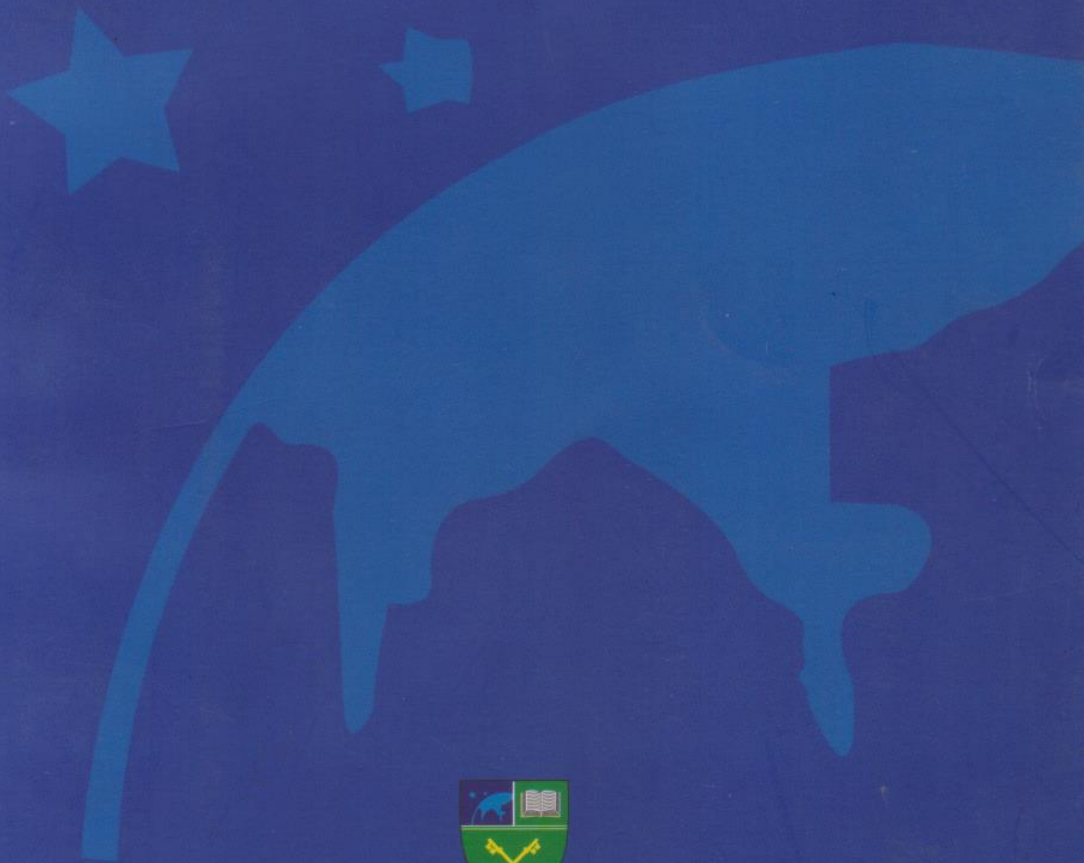


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## A Study on Development of Plantation of Forest and Forest-Based Industry in Bangladesh

Shamsul Islam Latifi, Ph.D  
Md. Shelim Miah\*\*  
Md. Shahriar Hossain Talukder\*\*\*

### Abstract

*The development of forest plantation and forest-based industry in Bangladesh has an important role in forest resource management and wood supply. Plantation of forests will have to provide an increasingly larger share of the timber supply in near future. Technology, shortage of supply and marketing problems are emerging in this sector. The development of industrial forest plantation is focused on meeting the needs of timber for houses, furniture. Fast growing plant species may be planted extensively. It is known to almost all educated persons that about 25% (one forth) of land of a country should be under forest. According to government opinion and judgment, the forest area of Bangladesh is 17.50% at present, on the other hand, according to FAO of UNO; the forest area of Bangladesh is only 10% of total area of Bangladesh. Government policy is to promote forest land area up to 20% within 2015 (P-25). But, there is a doubt whether the government will be successful in achieving the target as deprived person and scoundrel are destroying and making empty of the forest land to become rich in short time through illegal manner.*

*The sustainable development of forest depends on proper planning and implementation, and to save from curses of deforestation and forest degradation in Bangladesh. This paper will provide a review of plantation forests in Bangladesh development, processing, progress and deterioration, restructuring and potential markets.*

### Introduction

Bangladesh is situated to the North Eastern part of South Asia between 20°34' and 26°38' North latitude and between 88°01' and 92°41' East longitude. It lies in the active delta of three major rivers viz Padma, Meghna, and Jamuna and their numerous tributaries. The country covers an area of 1,47,570 sq.km. and bounded by India from the west, north and east and in most of east. Myanmar lies on the south eastern edge and Bay of Bengal on the south.

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A small region of higher land occurs in Sylhet, Mymensingh, Chittagong, Cox's Bazar and Chittagong Hill Tracts (CHT) regions. The coastal part of Bangladesh includes the famous Sundarban Mangrove Forest. Climate of Bangladesh is sub-tropical and monsoon rainfall varies from 1200-3500mm. Rice is the major cereal crop, while Jute, Sugarcane and Tea are the main cash crops. Bangladesh is noted for its arm of the sea and tidal mouth of a river. Less than 10% of its total water flow originated from its own catchments and rest comes from India, Nepal and Bhutan. It is observed that 20% of the country gets flooded during the monsoon period.

Before partition under British India in 1947, the forest of Bangladesh was under the control of Bengal Forest Department and Assam Forest Department. After partition of British India, East Pakistan Forest Service and East Pakistan Sub-ordinate Forest Service were created. After the independence of Bangladesh in 1971, Bangladesh Senior Forest Service was (Forest Cadre) under Bangladesh civil Service Cadre Rules 1980. The Forest Department has multi-dimensional functions of forest resource conservation and management, protection and management of bio-diversity and watershed along with economic and ecological development of the country. For sustainable management of the country, wealth, efficient and adequate manpower comprising with logistic support may be considered as prerequisites. The government of Bangladesh formulated Forestry Sector Master Plan (FSMP) in 1990 (FSMP 1993-2012). The objectives of the FSMP were to optimizing the contribution of forest resources for environmental stability and socio economic development through people-oriented forestry programs. The new Forest Policy was promulgated in 1994 to implement and materialize FSMP directives and recommendations.

The administrative head of Forest Department is the chief conservator of Forest (CCF). The Forest Department is divided into 4 wings. Each wing is administered by a Deputy Chief Conservator of Forest (DCCF). The wings are: (1) Forest Management Wing, (2) Social Forestry Wing, (3) Planning Wing, (4) Education and Training Wing.

### **Objectives of the Study**

- To discuss the historical background of Forest sector development in Bangladesh.
- To explore the underlying causes of deforestation and forest degradation in Bangladesh.
- To discuss forestry impacts on environment.

- To state activities as per Forest Development Plan and Program.
- To observe Administrative units of the Forest Department under revenue budget.
- To describe Forest Type and overview on protected areas of Bangladesh.
- To recommend suggestion and proposal for future development.

### **Methodology of the Study**

The article is descriptive and empirical. Statistical data has been collected from secondary sources. Qualitative technique key informant and through informal interviews, Focus Group Discussion, community workshop, case studies and analysis from newspaper and media reporting have been used. Literature reviewed as per requirement and availability and personal observation in different areas of the country have also been quoted.

### **Scope of the Study**

The study is divided into few parts as per objectives and design of the research article. Part one includes Abstract, key words, introduction and objectives of the study, Methodology and scope of the study. Part two deals with the conceptualization of deforestation and forest degradation from the perspective of forestry. Part three states the activities as per Forest Development Plan and Program, Administrative unit of Forest Department, Forest type overview on protected areas of Bangladesh and description of forest of different regions of Bangladesh. Part four depicts finding, recommendation, information and suggestions.

### **Discussion and Literature Review**

**Historical background of forest development:** The country had a population of 7 crore in 1970 and now it has a population of 15 to 16 crore which was 14 crore in 2008. According to Ministry of Agriculture total area is 14.86 million hectare out of which forest area is 2.599 million hectare, cultivable land is 8.52 million hectare, current fallow land is 0.469 million hectare. The data on forestland is controversial. One estimate puts the total forestland as 2.47 million hectare, whereas the FAO estimates the total natural forest cover as 769,000 hectare or 5.9 percent and the area is 2.5 percent of the total land area (FAO, 1993). Bangladesh's natural forests are controlled by the Forest Department. Forests are classified in three classes: (a) hill forests, (b) inland deciduous sal forests, and (c) the Sundarban mangrove forests.

FAO made a global assessment of 179 countries in 1990 and found that forest land constituted slightly over 3400 million hectare or 27 percent of the land area. Forest of the developed regions represented 42 percent of the total global forest area compared to 58 percent of the under developed regions (FAO 1995). The per capita forest area fell globally from an average of nearly 1.2 hectare in the 1960 to 0.6 hectare in 1990 and it is projected to be less than 0.2 hectare by 2020 (FAO, 1995). As per information of the Ministry of Forest and Environment, total forest land in the country is 25 lakhs hectare and out of this highest area of land is found in Chittagong. In this region the total forest land is 17 lakhs 65 thousands 517 acres which is about 45% of total forest land of the country. It is a paper's statement but in practice the situation of forest in Chittagong is too bad. It is due to the rate of growth of population and augmentation of their residence and cultivable agricultural land and building construction, unplanned expansion of city and urban areas and extension of mills and industry. It has been observed that more than 3 lakhs acres of forest land of Chittagong forest circle have been destroyed within very shortest time and more than 5 lakhs to 7 lakhs areas of land are going to be destroyed. In the name of Rubber garden, extension of Euclapatas type of tree plantation, the rain forest of Chittagong Hill Tracks are damaged. The cultivation of Tobacco in the hill area is another reason of destruction of forest. It has been found the area of Alikdem, Ruma, Lama, Tahanchi, Naikhanchari up to Satkania. In the research report of Chittagong University Institute of Forestry and Environmental Science of 2011 that only in Bandarban District the area of Tobacco cultivation has been increased from 1941 hectare to 4085 hectares. A huge timber is being used as fuel in the processing of Tobacco. It has been observed that 30% forest land has already been destroyed due to above reason.

Moreover, after 1991 the Government has implemented the coastal area fence/cordon from Mirrarshari to Cox's bazar -Teknaf about 300 km, but unfortunately now there is no existence of 180 km. In the 2<sup>nd</sup> phase of coastal area 8 projects of forest were implemented and 78 thousand of acres are cultivated by forest. Many brick fields are functioning in Chittagong and these fields are using timber as a fuel. Moreover, different varieties of timbers are smuggled through land and sea route from reserved forest of Chittagong. It is said that smugglers are doing this kind of illegal activities by managing forest stuffs. Besides, fishery project in coastal area are destroying the forest land. It is happening in the Chittagong and Cox's bazar district. In addition, housing extension in the forest area is destroying forest land. It is observed that political instability also destroying the forest resources. Some thousand trees were cut by miscreants during political trouble of last year (2013) in Satkania, Lohagara, Sitakunda, Mirrarshari, Raozan, Rangunia and in other upazillas. The reserve forest area of Chittagong Hill Track is being deteriorated. In 1964 the reserve forest was 23.8 million cubic meters and it has

come down to 19.8 cm in 1985. Many forest officers became millionaire by doing illegal activities.

Forest lands of Sylhet are being snatched by miscreants and smugglers. The total area of 50 natural forest zones of Sylhet was 1 lakh, 64 thousand, 7 hundred 47.981 acres. But about 82,666 acres have been taken possession unlawfully and forcibly by unauthorized persons. About 82 thousand 81.981 are under the jurisdiction of forest department. In the year 2007 the caretaker government had taken step to rescue the forest land and at the beginning the government was successful in attaining the goal but after coming elected government the said forest land 281 acres have been occupied by influential persons. In Sylhet, Sunamgonj, Hobigonj and Moulovi-bazar district of Sylhet division there are 50 reserve forest zones under natural forest and animal protection division. As per survey report of 1950 in four districts (Sylhet, Sunamgonj, Hobigonj and Moulovibazar) of Sylhet division 1 lakh 64 thousand 7 hundred 47.19 acres lands were under forest department. In 1965 the Government took the possession of 48,582 acres of forest land for Sylhet Pulp and Paper Mill. This land was under this mill for about 36 years. But, since 2001 this land is lying abandoned and about 23,200 acres are occupied by influential persons. Moreover, 59,566.56 acres of forest department wild animal and natural protection have been occupied by leaders of different political parties and local influential persons.

### **Smuggling of timbers/trees from forest land**

A gang of smugglers are smuggling the valuable timber and trees from the department of protected animal department and forest department. Although, there is prohibition of cutting forest tree and timber still smugglers are cutting the trees illegally.

### **Sundarbans**

The area of Sundarban is decreasing gradually, in the last 150 years the area has been decreased about 50 percent. About 1.7 percent is being lost every year. As a result diversity and variety of tree plants are destroyed. 60 percent area of Sundarban is situated to the South-West region of Bangladesh and 38 percent is within the area of India. The total area of Sundarban is 6 thousand and 17 square km. Its area is 4.2% of total area of Bangladesh. Sundarban is the largest mangrove zone of the world and one of the three largest Mangrove of the world. On 6<sup>th</sup> December, 1997 UNESCO has announced that Sundarban is a world heritage. It is has been reported in the Alokito Bangladesh dated 24<sup>th</sup> May, 2014 that there occurred 16 times accident of fire in Sundarban in last ten years which destroyed many trees and plantation worth of few crore taka.

As per record of Valuka Upazila and local forest department the forest area of Valuka's was about 24,000 acres. After 1980 Government land has been decreased. The influential persons have occupied many government lands alongside Dhaka-Mymensingh road and established Mills and Industries. It is said that about 15,000 acres of land have been occupied by industrialist.

### **Forestry Impacts on Environment**

Forest protects land from natural disasters. Forests affect climate at the global as well as regional and local levels. Forest ecosystems are the sources of wood and timber, of edible products including mushrooms and other fungi, meat, forage for livestock, fruit and honey. Some forest species have medical values. Many environmental and ecological 'services' come from forests such as global climate change, flows of water in rivers or soil erosion are often related to the role of forest ecosystems.

It is believed that the presence of forests attract rain which is instrumental to increasing rainfall. In high temperature and tropical regions such as Southeast Asia, the main sources of water vapour in the surface of the oceans. It is assumed that Southeast Asia, receives much of its rainfall in the form of water that has evaporated from the subtropical Indian ocean.

Rain falling on forested land is intercepted by the foliage of the canopy. Some of the rainwater that penetrates to the land surface flow into rivers, lakes and oceans. Some water becomes part of underground reserve. Forest cover plays a role in regulating hydrology. The international panel on climate change (IPCC) considers that water cycling is one of the most important environmental services provided by forests.

Forests protect the ground from erosion by covering and stabilizing it, this prevents valuable soil being washed away, rendering whole tracts of land unfruitful. Forests that grow in mountain areas play an important role in maintaining the stability of mountain systems and supporting the people who live there. Mountain forests are vital as sources of water for irrigation and power generation.

### **Role of Bangladesh Forest Industry Development Corporation (BFIDC) in the Development of Rubber Plantation**

1. The Government of Pakistan by its Ordinance No. LXVII dated 3<sup>rd</sup> October 1959, established East Pakistan Forest Industries Development Corporation. After independence, the name of the

corporation was changed to Bangladesh Forest Industries Development Corporation (BFIDC), under Presidential Order No.48 of 1972.

2. First attempt to grow Rubber in Bangladesh was made in 1952 when forest department planted some thousands of seed & budded stamps in Chittagong imported from Malaysia & Srilanka.

In 1959 FAO expert investigated the possibilities of producing rubber in large scale & recommended to cultivate Rubber extensively.

In the year 1959 BFIDC (the EPDIC) was established by the government. In the Forest Department handed over Rubber Planting Activities to BFIDC.

**Combined profit of the corporation BIFDC (From 2001-2012) is given below:**

Financial Year	Industrial Sector		Agriculture (Rubber) Sector		Grand Total (Year wise)	
	Profit	Loss	Profit	Loss	Profit	Loss
2001-2002	-	589.00	-	1325.00	-	(1914.00)
2002-2003	-	554.00	-	377.00	-	(931.00)
2003-2004	90.00	-	-	14.00	75.00	-
2004-2005	528.00	1009.00	1009.00	-	1538.00	-
2005-2006	627.00	2936.00	2936.00	-	3562.00	-
2006-2007	-	2609.00	2609.00	-	2580.00	-
2007-2008	197.00	3061.00	3061.00	-	3260.00	-
2008-2009	465.00	922.00	922.00	-	1387.00	-
2009-2010	1366.00	4205.00	4205.00	-	5571.00	-
2010-2011	635.00	8089.00	8089.00	-	8724.00	-
2011-2012	717.00	5483.00	5483.00	-	6200.00	-

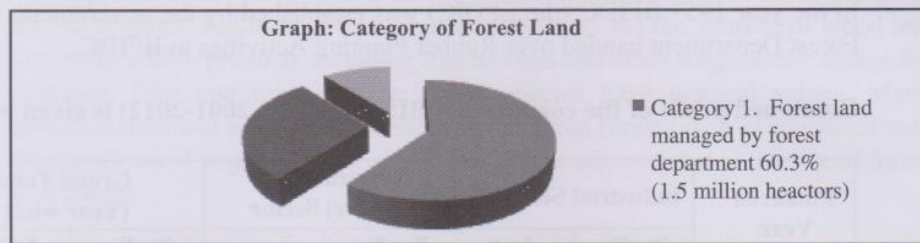
Source: BFIDC, Dhaka

According to a social scientist's estimation, total forest land in Bangladesh is about 2.5 million hectares or 17% of the land surface of the country. The forest land of Bangladesh is broadly categorized as state forest land (2.2 million hectares) and private forest land (0.4 million hectares). Of the state owned forest land 1.3 million hectares of natural forest and plantations are under the jurisdiction of the forest department in Ministry of Forest and Environment (MOFE). We may explain it through the following table:

### Category of Forest Land

Category of Forest	Area (Million hectares)	Percentage
1. Forest land managed by Forest Department	1.52	60.3
2. Unclassed state forest	0.73	29.0
3. Village forest	0.27	10.7
<b>Total</b>	<b>2.52</b>	<b>100</b>

Source: Forest Department and Ahmed Mahbubuddin, August, 2008.

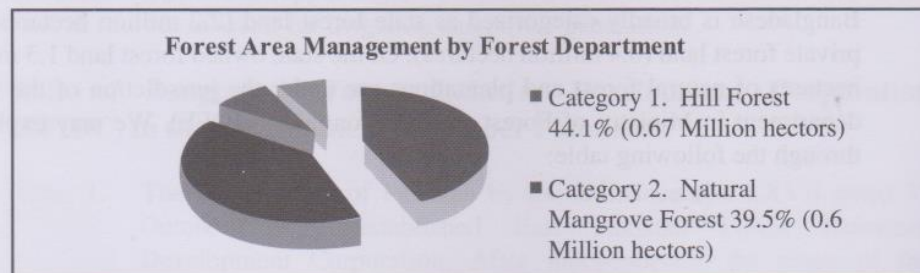


It may be mentioned the plain land “Sal” forest is situated generally in Gazipur, Tangail, Mymensingh, Sherpur, Jamalpur, Netrokona, Naogaon, Rangpur, Dinajpur, and panchagar. The total area of Sal forest is 1,20,000 hectares which is 0.81% of total area of Bangladesh and 7.89% is managed by Forest Department. We can explain it in the following table and graph.

### Forest Department

Category of Forest	Area (Million hectares)	Percentage
1. Hill Forest	0.67	44.1
2. Natural mangrove forest	0.60	39.5
3. Mangrove plantation	0.13	8.6
4. Plain land Sal forest	0.12	7.9
<b>Total</b>	<b>1.52</b>	<b>100</b>

Source: Forest Department and Ahmed Mahbubuddin, August 2008.



Moreover, there are 4 types of ecological classification:

1. Tropical well-evergreen forest: It is found in hills and moist shady areas in Rangamati, Bandarban, Khagrachari, Chittagong, Cox's Bazar and Sylhet.
2. These forests are found in Cox's Bazar, Chittagong, Khagrachari, Bandarban and Sylhet in less dry and hotter localities.
3. Tropical moist deciduous forest: These are seen in Dhaka, Mymensingh, Tangail, Dinajpur, Rangpur, Naogaon and Comilla.
4. Mangrove forest (River-water side forest): The natural mangrove forest is the Sundarbans in Khulna, Bagerhat and Satkhira districts. In addition to natural mangroves in Sundarbans, there are a number of manmade mangrove forests along the coast of the Bay of Bengal.

### **Forest Act of Bangladesh**

During the Mughal period (1526-1857) forests were leased out by the local authority. The first Indian Forest Act was passed as law in 1865. A comprehensive Indian Forest Act was formulated in 1927. The Forest Act of 1927 as amended with its related rules and regulations is still the basic law governing forest in Bangladesh.

### **The Private Forest Act (PFA 1959)**

This law was promulgated during Pakistani Regime now known as the Bangladesh Private Forest Act (PFA). The Private Forest Act of 1959 allows the government to take over management of improperly managed private forest lands, any private lands that can be afforested and any land lying fallow for more than three years.

### **Present Forest Management**

Present forest management is primarily guided by Forestry Master Plan (FMP) completed in 1993 with assistance from ADB, UNDP and FAO. The objectives of present forest management are as follows:

1. Enhancing environment presentation and conservation.
2. Introducing rational forest land use.
3. Increasing public participation and benefits from the forest.
4. Creating forests on marginal and private lands.
5. Institutional strengthening.
6. Improving management practices.
7. Improving efficient resource utilization.

By achieving the above objectives through better forest management the bad effect of climate change may be mitigated.

### **Training and Education**

There is a wing named Education and Training wing in the Forest Department which is administered by an officer in the rank of Deputy Chief Conservator of Forest (DCCF). There are five institutions:

1. Forest Academy, Chittagong.
2. Forestry Science and Technology Institute (FSTI), Sylhet.
3. Forestry Science and Technology Institute (FSTI), Rajshahi.
4. Forestry Science and Technology Institute (FSTI), Chittagong.
5. Forest Development and Training Centre (FDTC), Kaptai, Chittagong.

### **Types of Forest and Afforestation:**

1. Natural Mangrove Forests: The largest single tract of natural mangrove forest is the Sundarban. It is 40% of total forest land.
2. Mangrove plantation: Mangrove afforestation along the entire southern coastal frontier is an innovation of foresters. During 1960-61 government undertook afforestation program along the offshore land of coastal districts. This initiative got momentum from 1980-81 with the aid of development partners and afforestation programs were extended over offshore islands, embankments and along the open coast. Since 1965-66 up to 2012-2013, 1,96,000 hectare of mangrove plantations have been raised under a number of coastal afforestation projects. The present net area of mangrove plantation is 132,000 hectare after losing some area due to natural calamities.
3. Tropical evergreen and semi-evergreen forests have been expanded in Chittagong and Cox's Bazar. Chittagong Hill tracts and Sylhet, total area is 6,70,000 hectare which is 44% of national forest land.
4. Tropical moist deciduous forests: The central and northern districts covering an area of 1, 20,000 hectare are bestowed with tropical moist deciduous forests.
5. Village Forests: Tree coverage in the village forests are 2,70,000 hectare which act as the source of national demand of forest products.

## Protected Areas of Bangladesh

Protected areas include wildlife sanctuary, National park and Game Reserve. Notified protected areas of the country are as follows:

- a. National parks
- b. Wildlife sanctuaries.
- c. Other conservation sites.

Management plans for the Protected Areas (PAs) in Bangladesh have been developed for the first time in 1997 (Rosario, 1997a, 1997b). Five National Parks, seven Wildlife Sanctuaries and one Game Reserve are within public forests in Bangladesh and the Bangladesh wildlife preservation (Amendment) Act of 1974 provides legal protection to these areas.

### A. National Parks

SL.	National Parks	Location	Area (ha.)	Established
1	Bhawal National Park	Gazipur	5022.00	11-5-1982
2	Madhupur National Park	Tangail/ Mymensingh	8436.00	24-2-1982
3	Ramsagar National Park	Dinajpur	27.75	30-4-2001
4	Himchari National Park	Coxs Bazar	1729.00	15-2-1980
5	Lawachara National Park	Moulavibaar	1250.00	7-7-1986
6	Kaptai National Park	Chittagong Hill Tracts	5464.00	9-9-1999
7	Nijhum National Park	Noakhali	16352.23	8-4-2001
8	Medhakachhapia National Park	Coxs bazaar	395.92	8-8-2008
9	National Park	Habigonj	242.91	15-10-2005
10	Khadimnagar National Park	Sylhet	678.80	13-4-2006
11	Baroiyadhala National Park	Chittagong	2933.61	6-4-2010
12	Kuakata National Park	Patuakhali	1613.00	24-10-2010
13	Nababgonj national park	Dinajpur	517.61	24-10-2010
14	Singra National Park	Dinajpur	305.69	24-10-2010
15	Kadigrah national Park	Mymensingh	344.13	24-10-2010
16	Altadighi National Park	Naogaon	264.12	24-12-2011
17	Birgonj national Park	Dinajpur	168.56	24-12-2011
<b>Sub-Total</b>			<b>45,745.33</b>	

**B. Wildlife Sanctuaries**

SL	Wildlife Sanctuaries	Location	Area (ha.)	Established
1.	Rema –kalenga Wildlife Sanctuary	Hobigonj	1795.54	7/7/1996
2.	Char Kukri-Mukri Wildlife Sanctuary	Bhola	40.00	19/12/1981
3.	Sundarban (East) Wildlife Sanctuary	Bagerhat	31226.94	6/4/1996
4.	Sundarban (West) Wildlife Sanctuary	Satkhira	71502.10	6/4/1996
5.	Sundarban (South) Wildlife Sanctuary	Khulna	36970.45	6/4/1996
6.	Pablakhali Wildlife Sanctuary	Chittagong	42087.00	20/9/1983
7.	Chunati Wildlife Sanctuary	Chittagong	7763.97	18/3/1986
8.	Fashiakhali Wildlife Sanctuary	Cox's Bazar	1302.43	11/4/2007
9.	Dudhpukuria-Dhopachari Wildlife Sanctuary	Chittagong	4716.57	6/4/2010
10.	Hajarikhil Wildlife Sanctuary	Chittagong	1177.53	6/4/2010
11.	Sangu Wildlife Sanctuary	Bandarban	2331.98	6/4/2010
12.	Teknaf Wildlife Sanctuary	Cox's Bazar	11615.00	24/3/2010
13.	Tengragiri Wildlife Sanctuary	Barguna	4058.58	24/10/2010
14.	Dudhmukhi Wildlife Sanctuary	Bagerhat	170.00	29/1/2012
15.	Chadpai Wildlife Sanctuary	Bagerhat	560.00	29/1/2012
16.	Dhangman Wildlife Sanctuary	Bagerhat	340.00	29/1/2012
17.	Sonarchar Wildlife Sanctuary	Patuakhali	2026.48	24/12/2012
<b>Sub-Total</b>			<b>2,24,833.5</b>	
<b>Grand-Total</b>			<b>2,70,478.88</b>	

**C. Other Conservations Sites**

Sl.	Name	Location	Area (ha)	Established
1.	National Botanical Garden	Dhaka	84.21	1961
2.	Baldha Garden	Dhaka	1.37	1909
3.	Madhabkunda Eco-Park	Moulavibazar	265.68	2001
4.	Sitakunda Botanical Garden and Eco-park	Chittagong	808	1998
5.	Dulahazara Safari Park	Cox's Baza	600	1999

Source: Bangladesh Forest Department

**Administrative Units of Forest Department and Manpower**

Bangladesh forest department are functioning as per government policy and instruction. A brief of administrative units of the Forest Department under revenue budget is as follows:

SL.	Name of units/offices	No. of units/offices
1.	Offices of the Chief Conservator of Forests	1
2.	Offices of the Deputy Chief Conservator of Forests	4
3.	Offices of the Conservator of Forests/ Circle Office	9
4.	Office of the Divisional Forest Officer/ Forest Division	41
5.	Management Plant Division	3
6.	Botanical Garden (Dhaka and Chittagong)	2
7.	Forestry Development Training Centre, Kaptai	1
8.	Forest Academy, Chittagong	1
9.	Forestry Science & Technology Institute (FSTI) (Sylhet, Rajshahi and Chittagong)	3
10.	RIMS-GIS unit	1
11.	Social Forestry Zone	41
12.	Protected Areas	34
13.	Range	255
14.	Beat	672
15.	Check Station	57
16.	Social Forestry Nursery Training Centre	98
17.	Social Forestry Plantation Centre	341

#### **Manpower Summary**

SL.	Name of Position	No. of Manpower
1	Chief Conservator of Forests	1
2	Deputy Chief Conservator of Forests	4
3	Conservator of Forests	11
4	Assistant Chief Conservator of Forests	5
5	Deputy Conservator of Forests	63
6	Sub-Divisional Forest Officers	7
7	Assistant Conservator of Forests	130
<b>Total</b>		<b>221</b>
8	Other Officers	38
9	Other Officers and Staffs	8422
<b>Grand Total</b>		<b>8681</b>

#### **Findings**

Causes of deforestation and forest degradation in Bangladesh are as follows:

### Poor Forest Management

Main cause of making empty of hill forest is due to shifting cultivation and over-exploitation. The principal reason of depletion of mangrove forest are due to the corruption, negligence of some staffs, illegal businessman, local influential leaders, some government officials, policeman, field level local journalist etc. Some poor people are destroying the forest for earning money illegally. Improper and poor management is also responsible for deforestation and degradation. The ethics, morality and patriotism are deteriorating and growing in worse position. It has been observed that number of security staff so small that it is not possible for them to protect the government and natural forest from the smugglers and black marketers. Moreover, corruption is rampant in different forms.

Government programs and development strategy which are also sponsored by donor agencies are sometimes helping in deforestation and degradation i.e. Rubber plantation program. It is a commercial plantation. It is done by clearing natural forest even the stumps are uprooted and are sent to brickfields. Encroachment is another cause of deforestation in Bangladesh. Iftekher and Haque (2003) said that encroachment is an important cause of deforestation and forest degradation in Bangladesh.

The construction of the Farakka barrage over the upstream of the Ganges by India in West Bengal reduced the water flow at the time of dry season which has been changing the ecosystem.

Some people are destroying natural forest like fuel wood, timbers, bamboo etc. They also cultivating varieties of fruits like - banana, pineapple etc.

Heavy rainfall during rainy season is a cause of severe erosion of soil and siltation in the Kaptai Lake. Establishment of brickfields and stone extraction are responsible for the forest degradation in Sal forest areas.

### Causes of Deforestation in Sal, Hill and Mangrove Forest may be shown through following

Sal Forest	Hill Forest	Mangrove Forest
a) Over population	a) Development, Intervention	a) Forest mismanagement
b) Forest Management	b) Unplanned Industrialization	b) Over population, poverty and unemployment
c) Consumerism	c) Irrational profit making	c) Developmental, Intervention
d) Irrational profit making	d) Forest mismanagement	
e) Unplanned Industrialization	e) Over population, poverty and unemployment	
f) Militarization	f) Consumerism	
	g) Militarization	
	h) Inappropriate jhumming	

**Causes of Forest Degradation in Sal, Hill and Mangrove Forest are as follows**

❖ **Physical and environmental causes**

Sal Forest	Hill Forest	Mangrove Forest
1. Heavy rainfall and hail storms 2. Soil erosion 3. Natural calamity 4. Wild elephant	1. Natural calamity 2. Soil erosion	1. Soil erosion 2. Accretion 3. Increased salinity 4. Sedimentation 5. Oil spill 6. Problems in ecological succession 7. Natural calamity

❖ **Socio-Economic causes**

Sal Forest	Hill Forest	Mangrove Forest
1. Stone extraction 2. Brick field 3. Profit making motive	1. Profit making motive 2. Brick field	1. Api-culture 2. Golpata 3. Shrimp by catching 4. Deer and crocodile hunting

**Recommendations**

From the above discussion it is understood that there are many causes of deforestation and forest degradation. In fact due to increase of population poverty, unemployment, deterioration of morality and ethics, access of modern, industrial civilization, admixture of different culture and high living standard have emerged. We have also observed the adverse impacts of deforestation and forest degradation in the society as well as on environment. We are proposing the following recommendations:

1. The administration and management of Forest Department should be revised, reorganized and modernized. Local educational institution may be attached for discussion and consultation. The number of employees for security purpose should be increased and their moral values should be enhanced.
2. Research and training programs may be increased and awareness may be built up among people about the evil effect of deforestation.
3. Gas and coal must be used in the brick fields instead of forest trees and woods.

4. The forest area may not be used for Army cantonment purpose by destructing the forest resources, construction of roads and highway for military purposes should be avoided.
5. For the establishment of mill, industry and commercial activities, the forest area should not be used.
6. Strict law and measures should be taken for violation of government forest law. Smugglers, black marketers and dishonest persons should be punished.
7. Vacant and unutilized hilly land may be leased for a define period among poor and landless persons with the condition of plantation of forest resources like: varieties of trees or timber, jack tree, mangoes and olive tree, bamboo and rubber plant. In addition, establishment of dairy and poultry firms may be established. Government may give financial and advisory services. Before taking any program in vacant place of hilly area, soil test, climate, weather and environmental analysis must be made carefully.

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## **The Difficulties and Elucidations of Teaching and Learning English Pronunciation on Reading and Communication at Secondary Level Students in Bangladesh**

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Shamima Sultana\*\*

### **Abstract**

*The objective of this study is to teach English pronunciation to learners who will make pronunciation like the native speaker. Individually, this goal of teaching English pronunciation is unrealistic. My aim to observe the present situation of teaching pronunciation in our schools has to give a suitable lesson plan so that they can communicate easily. This article investigates the pronunciation errors in English. These errors reflect the interference of different sound systems in the English pronunciation. Speech samples of the subjects' pronunciation were taken through words and sentences reading. Data was collected and analyzed with the guidance of phonemic transcription in Cambridge English Pronouncing Dictionary. Using Contrastive Analysis, potential difficulties of English pronunciation for the six subjects were listed by comparing the sound systems of English. On the other hand, the pronunciation errors of subjects were diagnosed in different categories based on Error Analysis. The findings help to provide a clear understanding of the common characteristics of pronunciation errors made by the subjects.*

### **Introduction**

Gross errors of pronunciation seriously distract attention and interfere with the communication process, however adequate the remainder of the utterance may be. If language is not correct then what is said is not what is meant. If what is said is not what is meant, then what ought to be done remains undone. Language is a means of communication and this act of communication takes place both in speech and in writing having variations in their respective exposures. Teaching pronunciation is an area of language teaching that many students and teachers avoid. In pronunciation there is the biggest difference between feet and fit. in this regard we need to learn pronunciation for the purpose of standard communication. So far the readers have been acquired with a term correct or standard pronunciation, this term will remain if it is not explained properly for their benefit

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as well as for the aim of the book. Speaking modestly, there exists no single form of pronunciation that alone can be regarded as correct in English. Even no two men of the same dialect speak alike. Since this language is spoken quite widely over the globe, it has developed a large number of spoken varieties, called 'accent'. Despite having a good grasp of vocabulary and the grammatical rules of English languages. Teachers vocabulary without correct sound as because they are not trained in International phonetic Alphabet (IPA). most of the teachers of our country are not familiar with phonemes.

The capability of the teacher should then be shaped by an effective curriculum and course design as well as the use of the right learning materials. Without proper development of English teachers, students will not develop the confidence to speak what they have learned or they might learn incorrect English-speaking skills. In this review, the role of the curriculum and course design in shaping English teachers will be considered. In particular, the efficacy of the curriculum used in Bangla for teaching English will be evaluated. .Although some texts contain few phonemes.but they avoid it. As a result learners can not learn correct sounds as well as they can not learn correct pronunciation. the teaching pronunciation remains largely neglected in the field of learning language teaching. It is very difficult to communicate with of another country people without knowing pronunciation. So, English teaching pronunciation is most important in english language. That is why I am interested to work in this sector.

### **Problems**

- a) Stressing individual words incorrectly
- b) Stressing the wrong words in a sentence
- c) Pronouncing certain consonant sounds incorrectly
- d) Mixing up short and long vowel sounds
- e) Forgetting to finish words
- f) Syllabus desinging effect.
- g) Educational institutions such as schools, colleges universities and coaching centers are responsible.
- h) Lack of expert teacher.
- i) Regional variety in pronunciation.

### **Stressing individual words incorrectly**

If we usually speak with native English speakers, this will be the number one reason why they misunderstand us. It's very hard for native English speakers to

'translate' a word spoken as 'calendar' to the way they would pronounce it, 'Calenda'.

### **Stressing the wrong words in a sentence**

Remember that we can completely change the meaning of a sentence by stressing different words in that sentence. For example, we could say this sentence in a number of different ways:

### **Pronouncing certain consonant sounds incorrectly**

If people are misunderstanding us, it could very well be due to we confusing what we call 'voiced' and 'unvoiced' sounds. You might substitute 'p' for 'b' or 't' for 'd', for example. These sounds are so easily confused because their only difference is whether or not a learner uses voice to produce them. If learners aren't careful, learner could be making mistakes like saying 'tuck' for 'duck' or 'pay' for 'bay'.

### **Mixing up short and long vowel sounds**

Vowel sounds, like consonant sounds, can also be confused easily. The main problem with vowels happens when we mix up long and short vowel sounds. For example, the long 'ee' sound in 'seat' with the short 'i' sound in 'sit.' If you confuse these sounds, you end up saying completely different words. This can get confusing in conversation and forces people to draw much more from the context of your speech than the speech itself

### **Note versus not**

The silent "e" on the ends of words that change the vowel sounds in them can also be confusing for English language learners. In particular, the long "o" sound you hear in the word "note" or "dote" might be pronounced as "not" or "dot", respectively, by an English language learner. Students should concentrate on keeping their tongues in the middle of their mouths and then round their lips tightly as they make the sound.

### **W**

The "w" sound in English can also be difficult for English language learners to master. Sometimes, the "w" comes out sounding like the letter "v". Instead of "west", students will say "vest", or "vipe" instead of "wipe". Some English language learners do not have as difficult a time with this sound as others. Spanish speakers actually have a difficult time producing the sound "v". To correct the "w" pronunciation problem, students should begin the sound with their mouths in a

tight "o" shape. Then, they should unround their lips, and let the sound roll out smoothly.

### **Short "I"**

Another common pronunciation problem for English language learners is the short "i" sound, heard in the words "sit", "bit" and "hit". This sound often ends up sounding like a long "e" vowel as heard in "seat", "beet", "meet" and "feet". Students should relax their mouths and keep the sound short when they make the short "i" sound.

### **Voiced "Th"**

The "th" sound can be particularly difficult for English language learners to master. It is heard in words such as "they", "that", "these" and "those". Many English language learners will pronounce this sound as if it were the letter "d". "They" therefore becomes "day"; "that" becomes "dat"; "these" becomes "deeze"; and "those" becomes "doze". This particular "th" sound is also heard in the word "clothe". English language learners may make the "th" sound heard in "cloth" instead. To solve this problem, students should put their tongues between their teeth, force air through the passage and use their vocal chords to produce the correct sound.

### **Reasoning**

At present English as a global language has acquired the prestige of being an International language. We learn English for the basic purpose of communication with foreigners and others, our aspect of communication to get a good job, higher education, trade and commerce etc. English language means with standard pronunciation. Without knowing standard pronunciation for the communication foreigners do not understand what we are going to say. English is an obligatory subject at school level. It is a matter of great sorrow that majority people of Bangladesh they cannot speak in English with standard pronunciation. Even though some people are able to speak in English fluently but they don't know to speak correctly with standard pronunciation. At school level the teachers are mainly responsible to create the miserable situation of pronunciation, if the teacher had taught them English with correct pronunciation, give them knowledge about 44 sounds stress, intonation the learner must be benefited. Our educational board also responsible for this because they do not include IPA sounds along with English alphabet. I think we have a chance to develop pronunciation from school level. If we take some measures in our classroom practice we can solve the problem. So we should give attention in teaching pronunciation.

## Overall Situation

English pronunciation is still neglected in EFL/ESL classrooms throughout the world including Bangladesh. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom. The purpose of this study is to review articles on strategies for teaching pronunciation from different sources, so public school teachers and ESOL instructors at higher education institution can make use of the strategies reviewed here. In this article, I will first state the problem of the study and a theoretical framework into which the problem fits. Then, I will review articles from different sources on what contents should be included in a pronunciation instruction class and specific strategies or techniques on how to teach these components including intonation, stress (word stress and sentence stress) and rhythm, consonants (phonemes) and vowels (phonemes). Interpretation of the results and a conclusion are provided at the end of the article. Pronunciation is useless because it would be difficult, if not impossible for students to hear differences, for instance, between ship and sheep (Wong, 1993). English pronunciation is simply ignored in the curriculum of some universities in Thailand (Wei and Zhou, 2002; see also Syananondh, 1983). In Mexico, pronunciation was described as “the Cinderella of language teaching”; that means an often low level of emphasis was placed on this very important language skill (Dalton, 2002). Pronunciation has no position in my university’s curriculum. That doesn’t mean pronunciation is not important. The fact is that the curriculum designers have not noticed its importance. As we know, pronunciation is an integrated and integral part of language learning. It consists of elements much wider than sounds of consonants The Difficulties and Elucidations of Teaching and Learning English Pronunciation on Reading and Communication at Secondary Level Students in Bangladesh and vowels. It includes the elements of rhythm and intonation, which support the communicative process. That is to say, anyone who wants to gain communicative competence has to study pronunciation. Wong (1987) pointed out that even when the non-native speakers’ vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level; they are unable to communicate effectively. Wong (1993) argues that the importance of pronunciation is even more distinct when the connection between pronunciation and listening comprehension is considered. As listeners expect spoken English to follow certain patterns of rhythm and intonation, speakers need to employ these patterns to communicate effectively. If the rhythm and intonation are different, listeners simply can’t get the meaning. Similarly, listeners need to know how speech is organized and what patterns of intonation mean in order to interpret speech accurately. Thus, learning about pronunciation develops learners’ abilities to comprehend spoken English. Furthermore, Wong demonstrated that a lack of

knowledge of pronunciation could even affect students' reading and spelling. Varonis and Gass (1982) examined the factors affecting listening comprehension in native speakers of English exposed to foreign or second language (L2) accents. They concluded that grammar and pronunciation interact to influence overall intelligibility. Thus, native English speakers often judge non-native English speakers as being unintelligible if the latter's 5, Grammatical competence, (b) sociolinguistic competence, (c) discourse competence, and (d) strategic competence. These developments have led to a wide variety of changes in virtually all aspects of ESL/EFL, including the area of pronunciation teaching. For example, pronunciation could no longer be taught merely as a set of rules but instead as part of an overall system of communication. Derwing, Munro and Wiebe (1997) conducted a study that thirteen adult students of English as a Second Language (ESL) enrolled in a speaking improvement program read aloud a list of true and false sentences at the beginning (Time 1) and end (Time 2) of their twelve-week course. Their recorded utterances were used in a listening task in which 37 native speakers transcribed the utterances as a measure of intelligibility. The listeners were also asked to judge utterances from Time 1 and Time 2 for degree of general comprehensibility and accent. An analysis of the transcriptions indicated that the utterances recorded at Time 2 were more intelligible than those produced at Time 1. However, only the true sentences were rated as significantly less accented and more comprehensible at Time 2 than at Time 1. There are a number of limitations here, including the fact that the listening tasks were carried out on isolated sentences. Another limitation here was that only one method of instruction was employed. Just after this study, Derwing and Munro (1997) had the second study on the same topic. This study was designed to extend previous research on the relationships among intelligibility, perceived comprehensibility, and accentedness. Accent and comprehensibility ratings and transcriptions of accented speech from Cantonese, Japanese, Polish, and Spanish intermediate ESL students were obtained from 26 native English listeners. The listeners were also asked to identify the first language backgrounds of the same takers and to provide information on their familiarity with the four accents used in this study. When the results of this study were compared with the Munro and Derwing's study of learners of high proficiency, speaker proficiency level did not appear to affect the quasi-independent relationships among intelligibility, perceived 5 Some students in some circumstances. Utilization of Known Comparisons with the students' first language may help some Sounds students to produce a second language pattern, Incorporation of Novel Using novel elements with the use of directions. Elements Communication Students can be taught some useful communication strategies which will help them give the impression that their pronunciation is better than it really is. The communication strategies are retrieval strategies, rehearsal strategies, cover strategies, and "communication" strategies (Oxford 2000). Affective

Strategies a number of excellent affective strategies can be taught to help learners lower their anxieties and gain confidence. Let's see the strategies to teach different components of pronunciation by different researchers. I review the techniques according to the orders of contents of pronunciation instruction. I. Intonation: Intonation is a significant feature in English. The purpose of intonation, according to Gilbert (1994), is "helping the listener to follow." Lin, Fan and Chen (1995) showed that many L2 students when listening to English pay more attention to sounds, vocabulary and grammar. They paid very little attention to pitch changes. Therefore, when it comes to speaking, it is no surprise to find that many students' English sounds monotonous. Lin, Fan and Chen (1995) suggested some strategies including drawing pitch lines/curves or arrows and using musical scores. 1). the most commonly used strategy is to draw pitch lines/curves. Besides drawing the pitch lines/curves, they suggested that the teacher blacken the last stress syllable and put a dot over it. In doing so, students can be expected to produce the appropriate intonation with the correct word stress. The audio-lingual method focuses on the traditional notions of pronunciation, minimal pairs, drills and mini-conversations. And, with the advent of communicative language teaching in the late 1960s (Richards and Rodgers, 1986), the role of pronunciation in the EFL curriculum started facing questions: whether the focus of the programmers and the instructional methods were effective or not. Maya Angelou (born Marguerite Ann Johnson; April 4, 1928) is an American author and poet. She has published six autobiographies, five books of essays, and several books of poetry, and is credited with a list of plays, movies, and television shows spanning more than fifty years. She has received dozens of awards and over thirty honorary doctoral degrees. Angelou is best known for her series of autobiographies, which focus on her childhood and early adult experiences. The first, *I Know Why the Caged Bird Sings* (1969), tells of her life up to the age of seventeen, and brought her international recognition and acclaim. Angelou's list of occupations includes pimp, prostitute, night-club dancer and performer, cast member of the opera *Porgy and Bess*, coordinator for Martin Luther King, Jr.'s Southern Christian Leadership Conference, author, journalist in Egypt and Ghana during the days of decolonization, and actor, writer, director, and producer of plays, movies, and public television programs. Since 1982, she has taught at Wake Forest University in Winston-Salem, North Carolina, where she holds the first lifetime Reynolds Professorship of American Studies. She was active in the Civil Rights movement, and worked with both Martin Luther King and Malcolm X. Since the 1990s she has made around eighty appearances a year on the lecture circuit, something she continued into her eighties. In 1993, Angelou recited her poem "On the Pulse of Morning" at President Bill Clinton's inauguration, the first poet to make an inaugural recitation since Robert Frost at John F. Kennedy's inauguration in 1961.

With the publication of *I Know Why the Caged Bird Sings*, Angelou was one of the first African American women who was able to publicly discuss her personal life. She is respected as a spokesperson of Black people and women, and her works have been considered a defence of Black culture. Although attempts have been made to ban her books from some US libraries, her works are widely used in schools and universities worldwide. Angelou's major works have been labelled as autobiographical fiction, but many critics have characterized them as autobiographies. She has made a deliberate attempt to challenge the common structure of the autobiography by critiquing, changing, and expanding the genre. Her books center on themes such as racism, identity, family, and travel. Angelou is best known for her autobiographies, but she is also an established poet, although her poems have received mixed reviews.

### **Suggestions**

There are numbers of problems which learner face towards pronunciation class. In this section I want to mention some of the major problems of learners faced by pronunciation learning. The serious difficulty faced by learners in their classrooms are lack of exposure to the target language, not having good attitude towards pronunciation, lack of emphasis on pronunciation by teacher, lack of necessary tools to teach pronunciation by teachers, learners' problems in English spelling systems, lack of enough attention to sounds , stress, rhythm intonation.

#### **1. Everyone can speak English clearly**

The first thing student should know is that everyone can speak English with a clear pronunciation; everybody has a mouth, a tongue and lips. Everyone can speak every language because there is no difference between human; we are all born with the same mechanism.

#### **2. English environment**

If students really want to improve their English pronunciation, student should be surrounded by English everyday, which means the best thing is to be in a place where we talk only in English, like the USA or Britain or Australia. If they can't have this situation, they can do it by listening to English everyday, learner can listen to English radio, or TV, and you can also have some CDs in English.

#### **3. Listen and don't speak**

This is one of the biggest differences between children and adults, student should find the solution to this problem to not only improve your English pronunciation but also your global English learning which means English grammar, English speaking.

When someone talks to you or to someone else in English student should not speak at the same time, you should listen, focus on his speaking, his English intonation, which words he stress, which words he doesn't stress. Never speak when listening to English, always focus on listening first, speaking will come later!

#### **4. Learn English subconsciously**

Learner must know that he will learn English if he tries, he will speak English like a native speaker if he don't stop, but the problem is always the time. Never try to learn English in a short time, listen always to English and be sure that he will speak it one day, he doesn't know exactly when but he will learn it. Always listen to English and don't try anything else, student will learn English subconsciously.

#### **5. Focus on listening**

If student wants to learn English or to improve his English pronunciation without listening to English pronunciation, stop right now!! Student can improve his pronunciation without knowing what pronunciation is really, and he can't know what English pronunciation is if you don't listen to English.

#### **6. Speak slowly**

Never try to speak fast, always try to speak English slowly at the first time, student will get faster subconsciously without doing anything, he should pronounce each word correctly, that's the goal!

#### **7. Practice English**

Always practice English, read out loud, speak English with his friends, practice English everyday, this will help his to know the correct way to stress syllables.

#### **8. Speak out loud**

Never be quiet, always speak out loud, this helps you a lot if you are shy when you speak English.

#### **9. Record yourself speaking English**

And compare your speaking with a native speaker, you will see the mistakes you've done, you will improve your English pronunciation.

#### **10. Have some English friends**

Student should has some friends with the same goal as you, friends trying to learn English, you should practice your English with them, tell them if you find something useful to improve your English or if you find a new method, they will

also tell you, they help you when you get bored, it's really one of the best things to improve your English.

### **11. Motivation**

Motivation is the most important issue to learn language. Motivation is some type of drive or interest that inspires somebody to achieve goal. The learning pronunciation is a difficult process because English is not our mother tongue. Learned helplessness is a less easily spotted hindrance. This refers to our psychological tendency to give up after a few failed attempts, especially if there is negative feedback from the teacher or classmates. The solution is simple keep it positive! Motivation by praising for each advancement, no motivation is important in a language classroom. This is the teachers' responsibility in creating motivation among the learners.

### **12. Teacher training**

To get a high school teaching credential, students attend four-year colleges or universities and take a required program. The core courses are "English Teaching Methodology," which is usually a four-credit course and lasts one year, and "Teaching Practice," which is a two-week course in which students do practical teaching with the help of practitioners in an authentic classroom setting. "English Teaching Methodology" consists of theoretical and practical study in which students are engaged in micro-teaching in a laboratory setting. The problem with the preserves training is that the instructors lecture on "English Teaching Methodology." Because the study of TESOL is quite recent here, there are not enough instructors trained and knowledgeable in that area. Therefore, in some instances, non-TESOL specialists are giving the course.

### **Conclusion**

Teaching English as a second language is really fun if you do it the right sporting way. You have to make it fun for your students too – that's the way they will learn better. English occupies a place of prestige in our country but at the same time we must accept that the standard of its teaching has deteriorated vastly and that is why it is essential to know the problems of teaching English in India at undergraduate level in the colleges. Then alone we can remove these problems and teach students effectively for better results. The misconception about pronunciation instruction undoubtedly stems from the type of pronunciation questions used in entrance examinations for universities or colleges. Many teachers still adhere to the kind of pronunciation practice once predominant during audio-lingualism which is not consistent with the recent trend towards CLT. Even though the suprasegmental approach is what is seriously needed in today's language learning setting,

allowance is to be made for a transitional and more practical approach and instruction emphasizing phonological linking and assimilation must be initiated. This approach is essential for those learners whose native language is an open-syllable type. At the same time, it is important to raise the awareness of all the people involved in English language learning on implementing this approach in their daily classroom activities.

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## Private Universities in Bangladesh: An Overview

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### Abstract

Private University is a buzzing issue in the country for higher education. Private universities first introduced four-year bachelor degree program with credit hour and semester based teaching program in Bangladesh. In Bangladesh, Private University is playing a significant role in producing graduates for national and international job markets. We made an intensive study on Grameen Phone Ltd. and found that GP Human Resource, GPIT, GP Logistic, GP sales and marketing department 13%, 20%, 20% and 39% employees came from Private Universities. GP customer care, GP Call Center, GP life Cycle and GP Finance Department 50%, 80%, 20% and 15% employees are from private university respectively.

### Introduction

The Government has extended the education facilities in secondary and higher secondary level that is why the demand for higher education has increased radically in recent years. Public higher educational institutions could not successfully meet this pressure. Before 1990s, Public Universities were only choice of the students for higher education in Bangladesh. With a few exceptions, Public Universities could not cope up to meet with the market demand. Students and teachers' politics, campus violence and political unrest were the major concern for session jam in Public Universities and were suffering from low domination. As a result, reform initiative of public sector management emerges and Government shifted its policy in early 1990s in higher education sector. This program created worry and anxiety to public university and created a competitive environment in country's higher education. Consequently, Private Universities emerged as a substitute to cope up with the extended market oriented demand for higher education. We hope that Higher Education Quality (HEQ) will be ensured with the competition of both Public and Private Universities and open an alternative program to enhance the quality of higher education. Private Universities established with the permission of the Government with a view to spreading the opportunities for higher education

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among large number of students under private university Act, 1992 (Amended 1998 and 2010) which was passed on 9<sup>th</sup> August in 1992. Private university is a new phenomenon in our country. Private university is, mainly, based on quality education but those who are unable to maintain the quality, they are bound to quit from main stream educational system. Already few universities were unable to carry out quality education, and they were quitted away from education sector. If the PUs maintains quality education, the country will be able to absorb brilliant students from going abroad. The appearance of the Private Universities in Bangladesh has taken an exceptional form in recent years. Some Private Universities are able to provide modern permanent campus with advanced curricula and can produce world class professionals. Private University is producing quality human recourses, enlightened citizens, and high status social life as a whole. Rest of the Private universities are moving towards procuring land, arranging finance and completing construction work for permanent campus. However, the private universities are playing an important role in catering the opportunities of higher education in the country. Private University (PU) nowadays occupies a noteworthy position in the area of higher education in Bangladesh.

### Literature Review

**Andaleeb (2003)** observed higher education has a significance not only as an engine for human resource development and as a catalyst of development through forward and backward linkages, it also serves as an incubator and storehouse of knowledge with unspeakable potential.

**Ehsan (2008)** focused in his book that 80% qualified full time faculties must be recruited in private universities and should provide campus facilities for vibrant academic atmosphere in private universities. He also tried to explore the status of governance in Public and Private Universities in Bangladesh.

**Islam (2013)** examined the trend and issues of contemporary higher education in Bangladesh using historical-empirical method. It represented a comprehensive analysis of higher education in the private universities within the country since its inception in 1992.

**Jamal (2002)** Conducted a study to analyze the efficiency of private universities in promoting excellence higher education in Bangladesh and their contribution to human resource development (HRD) in the country. He argued that some private universities in Bangladesh definitely have contribution in human resource development at international level standard.

## **Objectives**

There is a great demand of higher education in private universities in Bangladesh. The courses offered in all private universities are job oriented. The demands for private universities are increasing day by day. Now, we are going to analyze the performance of private universities on the basis of following objectives:

- To have a deeper understanding about private universities in Bangladesh.
- A case study was conducted to evaluate the job performance of private universities.
- SWOT analysis was conducted by focused group discussion with beneficiaries.

## **Data and Methodology**

The study was conducted based on secondary data. Which were collected from published books, journal articles, government documents, reports of various committees related to higher education etc. along with BANBEIS and UGC data to prepare this report.

## **Overall Discussion**

The private University is an important issue now-a-days in our country due to increasing student pressure for admission. Now, I would like to discuss the growth of private universities in Bangladesh.

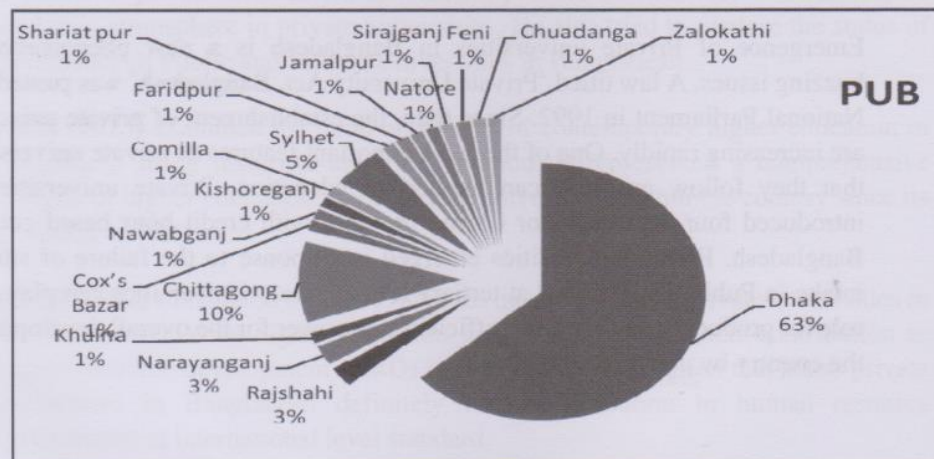
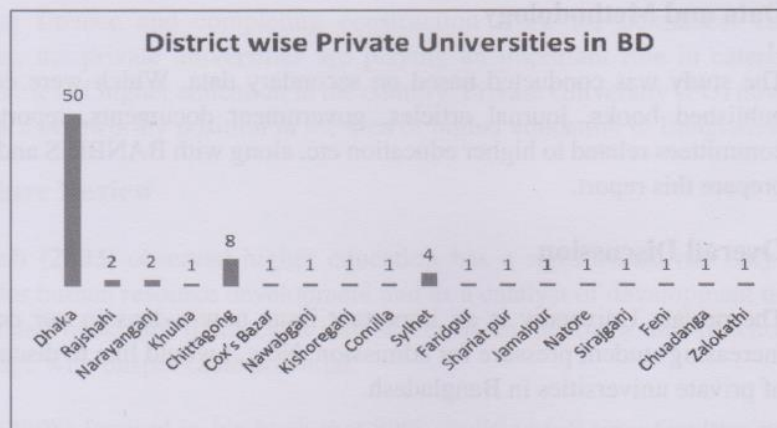
## **Growth of Private University in Bangladesh**

Emergence of Private universities in Bangladesh is a new phenomenon and buzzing issues. A law titled 'Private University Act, Bangladesh' was passed in the National Parliament in 1992. Since then, the establishment of private universities are increasing rapidly. One of the most important features of private universities is that they follow an American method of education. Private universities first introduced four-year bachelor degree program with credit hour based course in Bangladesh. Private universities emerged in response to the failure of student's intake in Public Universities at tertiary level. Private Universities can play a vital role for producing qualified and efficient manpower for the overall development of the country by using its resources.

Private Universities of Bangladesh (PUB) in 2014

Dhaka	Chittagong	Sylhet	Rajshahi	Narayanganj	Khulna	Cox's Bazar	Nawabganj	Kishoreganj	Comilla
50	8	4	2	2	1	1	1	1	1
Faridpur	Shariat pur	Jamalpur	Natore	Sirajganj	Feni	Chuadanga	Zalokathi	Total	
1	1	1	1	1	1	1	1	79	

District wise Private Universities in BD



### Performance of Private Universities in Bangladesh

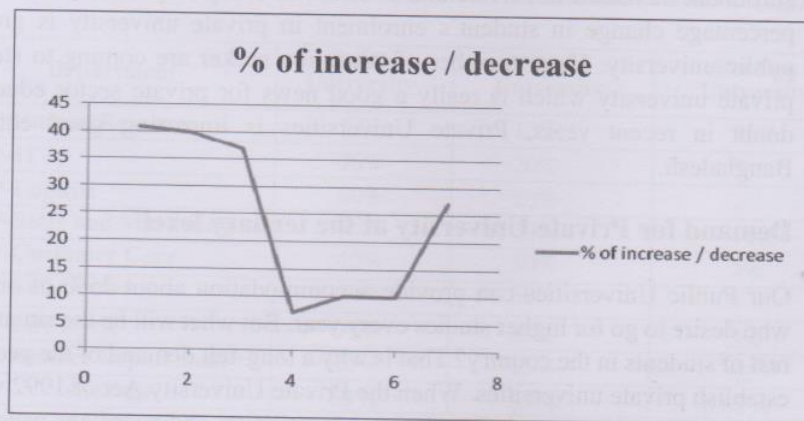
First Private University act was passed in 1992 with the objective of complementing the public universities to enhance higher education and to lessen the pressure on the public universities. About 15 percent students were being able to get enrolled in Public Universities and the rest of the students either dropped out or got themselves admitted in colleges under National University where facilities of higher education are at minimum level. Under this circumstances private sector was encouraged to get involved in the management of higher education in Bangladesh. Recently, private universities are imparting few subjects in the field of science, technology and business studies.

We can make a comparative study on the basis of enrolment in Private and Public Universities in Bangladesh.

**Table 1: Last seven years students' enrolment in Private University**

Year	No of Universities	Total Students	Increase/ decrease with comparison of the last year	% of increase/ decrease
2005	50	88,669	+25813	+41
2006	51	1,24,267	+35598	+40
2007	51	1,70,505	+46238	+37
2008	51	1,82,641	+12136	+07
2009	51	2,00,939	+18298	+10
2010	51	2,20,752	+19913	+9.86
2011	52	2,80,822	+60070	+27.2

Source: UGC Annual Report 2011



**Table 2: Last Five years students' enrolment in Public University**

Year	No of Universities	Total Students	Increase/ decrease with comparison of the last year	% of increase/ decrease
2007	27	13,99,843	+9755	+6.36
2008	29	11,76,969	-222874	-15.92
2009	31	13,82,216	+205247	+17.44
2010	31	17,36,887	+354671	+20.07
2011	34	21,70,472	+433585	+19.98

Source: UGC Annual Report 2011

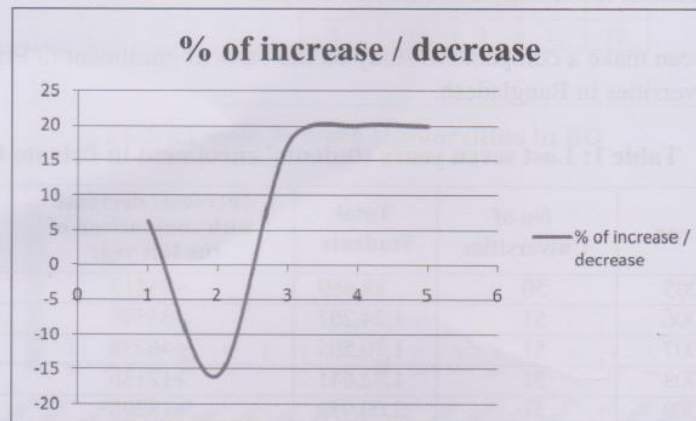


Table-1 and Table-2 focus the picture of enrolment of students in public and private university which is increasing progressively. In 2011, 27.2% and 19.98% enrolment increased in Private and Public University respectively. It depicts that percentage change in student's enrolment in private university is greater than public university. Huge member of education seeker are coming to study in the private university which is really a good news for private sector education. No doubt in recent years, Private Universities is imparting good education in Bangladesh.

### **Demand for Private University at the tertiary level**

Our Public Universities can provide accommodation about 25% of our students who desire to go for higher studies every year. But what will be the situation for the rest of students in the country? That is why a long-felt demand of the people was to establish private universities. When the Private University Act of 1992 was passed in the parliament many civil societies, educationists and guardians welcomed it as

potential source of our education at the private level, which could generate opportunities for many students at the tertiary level. While the Public Universities were indulging into politics, terrorism, and session-jams over the years, the common people become happy to see an alternative centre of higher education where the students will have politics-free peacefully and friendly academic environment. A few guardians who have enough money to afford their children to study abroad for higher education, they got a choice to ponder over their cases whether they should send their children overseas or admit them in a private university in the country. When a student gets a chance for admission into Public University at the same time high ranking Private University, some of the guardians decide to send their children in Private University because of session-jams free environment. Quality of Education depends on faculty resources, infrastructural facilities, along with qualified administrative body, co-curriculum activities, and non political atmosphere.

**Case Study:** Performance of Private University students in Grameen Phone Ltd. service sector in Bangladesh.

**Grameen Phone Ltd. (GP)** is the market leader in the mobile telecommunication industry of Bangladesh. They are creating opportunities for young and talented students to build up their career in GP. Grameen Phone is one of the biggest telecommunication companies in Bangladesh. If a country doesn't have a telecommunication services, it can never establish itself in the top most position in the world.

**Table 3: Percentage (%) share of employees from Public Universities, Private Universities, and Foreign Universities in Grameen Phone Bangladesh**

Department	Public University	Private University	Foreign University
GP Human Resource	57%	13%	30%
GP-IT	70%	20%	%
GP-Logistic	80%	20%	-
GP-Sales and Marketing	45%	39%	16%
GP-Customer Care	45%	50%	5%
GP Call Center	20%	80%	-
GP-Life Cycle	73%	25%	3%
GP Finance Department	85%	15%	-
Average	59%	33%	0.08%

Source: Ashiq Alam, Grameen Phone, Human Resource Department (June, 2014)

In **GP Human Resource** department 57%, 13%, and 30% employees are from Public University, Private University, and Foreign University respectively. In **GP IT** 70% employees are from Public University, especially from BUET and 20% are from Private University and 10% of the employees are from India. **GP Logistic** is working hard to ensure right amount of stock of products among the distributors. Around 80% employees are from Public University and 20% are from Private University. GP Sales and Marketing department has been working at the very beginning of the Grameen Phone. This department takes responsibility to promote all kinds of GP products. MBA is mandatory for sales department. Here 45%, 39%, and 16% employees are from Public University, Private University, and Foreign University respectively. **GP Customer Care** services are making the bridge between the customers and company. It works to ensure customers satisfaction and also motivate the people in Grameen Phone services. In this department 45%, 50%, and 5% employees are from Public University, Private University, and Foreign University respectively. **GP Call Center** is serving their customer through calls 24 hours a day. Here 20% and 80% employees are from Public University and Private University respectively. **GP Life Cycle** makes a new price plan, promotional offer, and maintains compliance. Around 80% employees are from Public University and 20% are from Private University. **GP Finance Department** deals with all types of financial activities. Around 85% employees are from Public University and 15% are from Private University. As a whole, 59% employees are from Public University, 33% are from Private University, and .08% is from Foreign University. No doubt Private Universities are performing well since inception in 1992.

In order to enhance the quality of higher education and ensure its proper functioning, the Government has passed the new Private University Act, 2010 on 11 July, 2010. The Private University Act, 2010 emphasizes on proper management and enhancement of quality education of private universities in the country.

### **SWOT Analysis**

SWOT is a simple but powerful technique for understanding and evaluating the strengths and weaknesses and for looking at the opportunities, and threats involved in a project. SWOT is an acronym for Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T). SWOT analysis is classified into two factors e.g., internal factors (S and W) and external factors (O and T). By understanding these four aspects of its situation, a firm can provide better leverage its strengths, correct its weakness, capitalize on golden opportunities and determine potentially devastating threats. Now we would like to analysis SWOT for private universities' performance.

### **Strengths (S)**

- Private Universities have full autonomy in implementing new ideas and programs.
- Private University is now in a transition position to move from teaching university to Research University.
- Private Universities are bound to set up permanent campus with computer labs, rich library, power house, mosque, hostels, transportation facility and all other necessary logistics as required for (Islam 2013).

### **Weaknesses (W)**

- Ownership problem is continuing in some private universities.
- Private universities are increasing semester fees every year as they are contesting with each other and eventually, general students are suffering much for that.
- PU has shortage of full-time professor and PhD holders.
- Quality of newly admitted students is not as per expected level.

Source: (Islam 2013)

### **Opportunities (O)**

Education is one of the best tools for the improvement of society to a superior position for the future. The need for skill human resource has increased in recent years due to quicker changes in technology and increasing competition all over the world. WTO has emphasized Globalizations practice that has been opening opportunities for human beings to contribute in economic activities and produce goods and services that are to be sold all over the world at a competitive prices.

Now private universities are not only a substitute for the public ones rather they stand on their own feet. At the initial stage students went out for private universities in case of their failure to get enrolled in public universities, but the situation has changed now a day due to the increasing significance and standard of private universities. Our privates universities are saving 100 thousand crore taka in terms of foreign exchange which is nearly 60 percent of our annual budget. Now a days Maximum 'O' and 'A' level students don't go abroad for higher education and 40 percent get enrolled in private universities (Islam 2013).

Education is the main tool to develop a nation. Especially higher education is essential for the development of a country. Higher education starts after the higher

secondary level. The aims of private university are to cover all fields- social, economic, political, science and technology, security and others. The purposes of higher education in Private universities are to build up students as enlightened persons with knowledge, skill, and attitude. Good universities are committed to provide the principle of lifelong teaching, and aim at providing the desirable environment for teaching, learning, research and innovation. The Private Universities are able to create a knowledge-based society to enhance the development of Bangladesh. Private Universities exerts a direct influence on the productive capacities of the country which determines the level of economic development within the country and also in the global economy. Bangladesh is a developing country, which is in crossing a transition from agriculture to an industry based manufacturing and service based economy. Bangladesh intends to avail the opportunities offered by globalization and Information and Communication Technology (ICT) to build up a knowledge based society in fostering innovations and enhance the academic capacity of its tertiary institutions. learners would like to have some sort of assurance that they will be able to recover their higher educational expenses. Nowadays 79 private universities in Bangladesh where approximately 20 lakhs students pursue their studies ranging from business to fashion design and media studies. Very few nations of the world are blessed with the enormous human resources like Bangladesh. It may be noted that India, Singapore, Thailand and Malaysia have made noticeable progress for their pragmatic higher education policies and strategies they adopted. Bangladesh can be a global power in this respect if it can offer world class education to its talented young people. Talented people are not scarce in Bangladesh. Our army has earned high reputation in UN peace keeping missions, with the education and training they have received from the country. It reflects the talent of Bangladeshi people. If attempts are made in our higher education, Bangladesh can compete in the global economic order intellectually and thus can reduce the burden of cheap human labour, inefficient and non-value added export of marginally relevant technical skills (Islam 2013).

### **Threats (T)**

The Public Universities are unable to cope with the increasing demand of admission to higher education in Bangladesh. 'Private University Act 2010' has given scope for opening new universities to fulfill the increasing demand of admission for higher education. The Act plays an important role in the field of research activities, dynamism, and good governance in the Private University. It is expected that new universities would be established to mitigate the need for higher education in Bangladesh.

There are some challenges in higher education at Private Universities in Bangladesh. These are as follows-

1. A private University should have a campus for proper physical, social, cultural, and mental development of the students. Many private universities are running even in shopping complexes. It is encouraging that some have been able to open new campus; few others are in the process of developing these. The main challenge and legal obligation is that they will have to move to their own campus within a short period of time.
2. The Private University should not only impart knowledge through teaching, but also try to create new knowledge through which requires adequate funds, facilities and equipments. PU should recruit personnel with research background.
3. The quality enhancement is related to intake of quality students and teachers including research and publications. UGC is to create a strong monitoring cell for the betterment of Private Universities.

### **Recommendations**

A nation cannot progress without quality education. For quality education, every university should have enough space, classrooms, laboratories, seminar rooms, teachers' rooms, office rooms, and students' common room and other facilities as per the 'Private University Act-2010'. Research facilities are a must for innovation and to adopt new technology for further development of the university. Every University should open a research cell for quality education. As Private Universities demand high price for study, so initiatives should be taken to attract the poor and meritorious students-

- Financial Institutions should introduce interest free loan to students for higher studies and they will repay the amount after getting a job.
- Donation and charity are welcomed for pursuing higher studies by the students.
- University-Industry linkage may be established for part-time/ full time appointment of students.

### **Conclusion**

Bangladesh is striving to become a mid level income holder within 2021. So, it needs huge skilled and competent human resources to face the challenges of 21<sup>st</sup> century. At present Private University is producing job oriented human resources

to tackle the challenges ahead. In spite of all limitations and constraints, Private University is trying to enhance quality education through innovative methods and approaches with the help of international collaboration and cooperation. The PU is committed to provide quality education for the future leaders. To build up a knowledge based society, quality education is a must. UGC and Ministry of Education are playing a positive role to encourage such endeavours. Recently, UGC has taken HEQEP project to improve teaching-learning quality in undergraduate and master's level. It will provide fund for the improvement of research capabilities for post-graduate programs. UGC is formulating strategic plan to achieve desired sustainable education systems in Bangladesh.

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## **Transforming Underprivileged Children into Productive Human Resource: A case study on UCEP, Rajshahi**

A.B.S. Bhuiya\*

### **Abstract**

*Because of poverty and family disorganization a large number of children between 6-10 years are being deprived of educational right all over the world including Bangladesh. In Bangladesh out of total 17,80,000 children 14,880,249 are enrolled in Primary schools (GOB 2009-12). UNICEF reported that after ratifying CRC (Convention on the Rights of the Child) some least developed countries failed to uphold the child right because of poverty, natural and man made disasters. For fulfilling family needs these under privileged children are being involved in hazardous child labour and illegal activities in lieu of going to schools. According to a survey conducted on street children, about 07 million children are engaged in such hazardous activities in different cities of Bangladesh (Ali-2004:12). About 4,45,226 are working in six divisional cities (GOB: 2005:10). These under privileged children are bound to work for their survival. If non-formal education can be provided to these children it may be more effective. Keeping this philosophy in mind some NGO's like Underprivileged Children's Educational Programs (UCEP), Basic Education for Hard to Reach Children (BEHRC) and Reach Out of School Children (ROSC) are working in this field. Among them UCEP is a leading and well organised NGO in Bangladesh. In this article an overview of UCEP activities has been made and a case study on UCEP programmes of Rajshahi division have been discussed in brief. Field data have been collected from the UCEP schools and from UCEP official documents. Survey method was followed. However, the article emphasized on the effectiveness of UCEP Programmes in Rajshahi.*

### **Introduction**

Underprivileged Children's Educational Program, UCEP– Bangladesh is working with the distressed urban working children. Starting in 1972 at the Dhaka University campus with only 60 students, it has now a hub of over 42 thousand working children striving to inculcate marketable skills and provide employment support service through general education and vocational training in close collaboration with industries and employers throughout Bangladesh and overseas.

The origin of Underprivileged Children's Educational Programs (UCEP)-Bangladesh is connected with a philanthropic New Zealander, Lindsay Allan

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Cheyne. Mr. Cheyne came to Bangladesh on a British relief mission in 1970 to run a mother and child health clinic for the millions of tornado affected families in the south-eastern part of the country. Cheyne had just completed establishing the clinic, the 1971 war of independence broke out and Bangladesh was born. The destruction in the wake of the tornado paled beside the tragedy of human misery left out by the war, and the new nation faced ever-greater crisis than before. Along with his relief operation duties, Cheyne worked with the Directorate of Social Welfare in planning an educational program for the underprivileged and homeless poor children. Cheyne went to work finding a sponsor. The Danish government responded to the appeal of Mr. Cheyne and extended generous financial assistance to launch a 3-year project. The government of Bangladesh provided a building as house for the program. UCEP was established in 1972 as an International Non Government Organization and started a school at the Dhaka University premise with only 60 students. UCEP was reorganized in 1988 and got itself registered as a national NGO under the Voluntary Social Welfare Agencies (Registration and Control) Ordinance, 1961.

### **Vision, Mission and Objectives**

**Vision:** To be a leading human resource development organization in providing cost-effective non-formal education, marketable skills training and employment promotion for urban poor working and distressed children and adolescents in Bangladesh (UCEP Booklet, March, 2010)

**Mission:** The mission of UCEP- Bangladesh is “To raise the socio-economic condition of the urban poor children to a level that they can effectively participate in the national development process with enhanced capacity and dignity and fulfillment of their basic rights”. (Ibid)

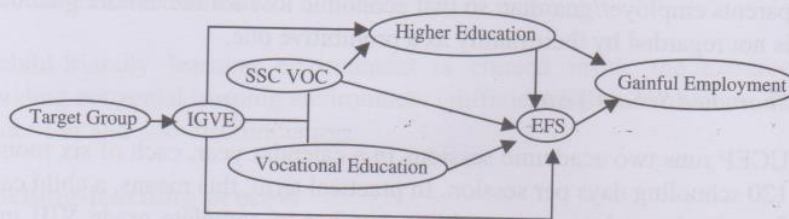
**Objectives:** The main objective of UCEP programs is to improve the socio-economic status of the urban poor children and support industrial growth by generating skilled manpower. Other objectives are:

1. To develop the socio-economic condition of the urban poor
2. To make the urban poor capable in participating in the national development
3. To enhance the capacity and prestige of the urban poor
4. To help the urban poor in achieving their rights
5. To create awareness and gender sensitivity
6. To promote the active participation of women in all types of development through gender equity in education and training process.

## Target Group

The target group of UCEP consists of underprivileged children in general and urban working children in particular between the ages of 10 to 17. At the age when they should go to school, they either roam about in the streets or are engaged in ill-paid manual labor for sustenance or for supplementing their family income. They are to accept physical labor for their survival at a tender age when they should have been to school for their education. They should have health care and parental love appropriate for their physical, intellectual and moral development. The major groups of working children at UCEP are domestic worker, hawkers, shop assistants, porters, workshop helpers, transport helpers and day laborers.

## UCEP Model Integrated Approach to HRD



The main objective of UCEP programs is to improve the socio-economic status of the urban poor and support industrial growth by generating skilled manpower. UCEP has global reputation for its unique model of human resource development.

UCEP provides a package service of Integrated General and Vocational Education (IGVE), Technical Education (TE) and Employment Support Services (ESS) along with various aspects of child rights, good governance and social life skills to the working children. UCEP operates 53 Integrated General & Vocational (IGV) Schools and 10 Technical Schools with an enrolment of over 42 thousand distressed working children with equal gender ratio.

In Integrated General and Vocational schools the children are provided education up to grade VIII with the abridged form of National Curriculum along with basics of technical education. After completion of skills training the children are provided employment support by the Employment Support Services (ESS) Component of the UCEP.

In Industrial Electrical & Electronic Control Trade, the students are taught the system of Mobile Telecommunication such as area of mobile system, area of communication, power supply system of BTS, elements of power supply, use of

auto-voltage regulator, block diagram of grounding system, etc.

UCEP is marching forward to achieve Vision – 2021, the time frame to make the country a Digital Bangladesh, which has been set forth by the Government of Bangladesh. (Source: UCEP-Bangladesh)

**UCEP Schools adhere to the following strategies which are unique in types:**

*Working While Learning*

The Children continue to work and earn while they attend schools. UCEP schools operate 3 shifts a day, each of 3 hours duration having 4 lessons per day. This allows a child to choose a shift of his/her convenience in consultation with his/her parents employer/guardian so that economic loss for the children attending school is not regarded by their family as a prohibitive one.

*Shortened School Year*

UCEP runs two academic sessions in a calendar year, each of six months, having 120 schooling days per session. In practical term, this means, a child can complete 2 grades in a given year enabling him/her to complete grade VIII in 4½ years, including six months' of pre-technical schooling after completing Grade-VIII.

*Abridged Curriculum*

The UCEP schools basically follow the NCTB curriculum both at primary and lower secondary levels. However, the curriculum has been abridged in a careful manner so that it remains comparable with that of national mainstream curriculum. The curriculum consists of Bangla (mother tongue), English, Mathematics, Vocational, Social, Environment and Hygiene.

*Schools in Catchment Areas*

UCEP schools are located in the vicinity of the areas where they work and/or live so that it becomes convenient for them to attend school during the most suitable shift-hours. Students live within 2 km periphery of the schools.

*Linkage with the Community*

Every UCEP school-teacher is indeed a social worker motivating the target group, raising social awareness in the community for deriving community support. This finally results in high attendance and low dropout rates.

### **Access and Equity**

Every child (girls above the age of 10 and boys above 11) with diverse abilities and backgrounds have access to UCEP schools. Priority is given to the girl child since the rate of literacy and women's participation at the work places show that the women are lagging far behind than men.

### **School Environment**

UCEP Schools are safe with spacious well-built classrooms, separate toilets for girls and 30 students class size. Each school has a welcoming, healthy, and clean environment and a supply of clean, safe drinking water. All children are protected from harms, violence and abuses.

### **Learning Environment**

A child-friendly learning environment is created inside the classrooms by providing congenial learning environment (sufficient lights, ventilation, fans) and gender-fair and non-discrimination.

### **Teaching-learning process**

A classroom-based approach requiring completion of all educational work at the school and not expecting homework from the children which is another innovational feature of the curriculum.

All lessons are taken preparing lesson plans & using appropriate teaching aids. Children are grouped with diversified ability for ensuring their participation in every lesson and the effective use of time. Children with learning difficulties have opportunities to review lessons in consultation with class teacher.

### **Social work supports**

UCEP teachers are trained in social work based on the specific needs of the target group. Social work starts during the pre-admission period in order to ensure the adjustment of the children to the school environment. Throughout the school program, UCEP teachers maintain close contact with the families and employers of the students and with the community through regular home visits and meetings. As a measure to prevent student's tendency to dropout and keeping the attendance rate high, UCEP teachers conduct home visits and follow up when a student remain absent for two-three consecutive days.

### **Children's Council**

Children's councils are functioning in all schools. The executive committee members of the councils are elected through democratic process to ensure child participation in the education process, school and classroom management. It gives opportunities to demonstrate their capacity to plan, organize and implement activities, to access information and to express their needs.

### **Children's Library**

Children's library exists in each school to encourage the students to read books and gain knowledge. News papers and journals are also supplied in the children's library of each school.

### **Management of UCEP**

UCEP imparts vocational training to its students through 10 technical schools set up in Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Sylhet, Rangpur and Gazipur. UCEP's vocational training course is low-cost and it helps a working child to learn basic technical education within 6 to 18 months to become a skill technician of any trade. UCEP introduced 17 vocational courses including Auto-mechanics, Welding and Fabrication, Machinist, Plumbing and Pipefitting, Industrial, Electrical and Electronic Control, Electronic Technology, Refrigeration and Air-Conditioning off-set Painting Technology, Industrial Woodworking, Tailoring and Industrial Sewing Operation, Industrial Woolknitting Operation, Garments Finishing and Quality Control, Industrial Garments Machine Mechanics, Textile Weaving Mechanics, Textile Spinning Mechanics, Textile Knitting Mechanics, and Aid to Nurse. The prime objective of UCEP is to rear up the poor and working children of urban area as a skilled workforce by providing them with education, training and jobs so that they can take part in national development accelerating the country's socio-economic progress and the pace of poverty alleviation.

UCEP is run by a 7-member Board of governors. The board members are elected from the 34-member UCEP Association. The chief of UCEP is the Executive Director, who is assisted by two Directors and seven Managers. UCEP is comprised of 1676 staff members, of which 30 percent are women.

UCEP gets financial assistance from various foreign agencies. A consortium of overseas funding organisations provide monetary assistance to UCEP for specific projects. In 2010, the consortium members were Department for International Development-DFID of UK, Danish International Development Agency-DANIDA,

Swiss Agency for Development Co-Operation- SDC and Save the Children Sweden-Denmark. Other funding sources of UCEP are financial contribution of UCEP beneficiaries, student sponsorship, service grant and land donated by the government, city corporations and individuals.

During 1972-2010, UCEP extended its support to 171,016 poor working children. Among those 95,026 completed primary education (class five) and 71,536 students passed class eight from general schools of UCEP.

So far, 38,318 children were given vocational training from 1983. In 2010, the number of registered students in all UCEP schools and vocational training centres stood at 37,000.

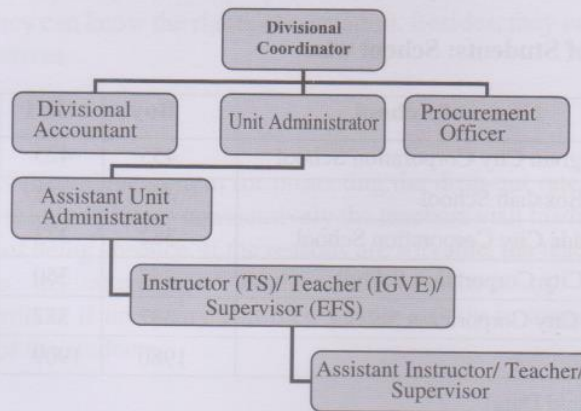
UCEP's annual budget allocation for the year 2010 was Tk 2,040, 873,66. ESCAP declared UCEP runners up twice in the competitions held among human resource development agencies of Asia-Pacific region in 1995 and 1997.

### **UCEP in Rajshahi**

#### **Introduction of UCEP in Rajshahi**

UCEP started its programme in Rajshahi in 1993 through establishing a general school at Chotobonogram near to City Corporation Workshop in Sapura. The City Corporation donated the land to establish the school. On 11 December it was inaugurated and within a few days it started its academic activities on 4 January 1994 with only 8 students. Being closed to the City Corporation Workshop, it was able to collect hundreds of students within few months.

#### **Administrative Structure of UCEP Rajshahi Division**



**Manpower**

Unit	Teacher Grade	Officials	MLSS	Total
Administrative	3	2	3	8
IGVE	83	3	15	101
TE	33	10	3	46
EFS	5	-	1	6
Total	124	15	22	161

Source: (Field Data)

**Programmes:**

UCEP- Bangladesh, Rajshahi Division runs the programmes through three major sections.

- a) Integrated General and Vocational Education (IGVE)
- b) Technical Education (TE)
- c) Employment and Field Services(EFS)

**a) Integrated General & Vocational Education (IGVE) Section**

Under this section, there are 05 schools in Rajshahi which are named as Feeder Schools:

1. UCEP- Choto Bonogram City Corporation School
2. UCEP- Momena Bokshah School
3. UCEP- Basher Adda City Corporation School
4. UCEP- Tikapara City Corporation School
5. UCEP- Bulonpur City Corporation School

**Number of Students: School wise**

Name of School	Boy	Girl	Total	%
Chotobongram City Corporation School	455	425	880	23
Momena Bokshah School	459	374	833	21
Basher Adda City Corporation School	382	373	755	19
Tikapara City Corporation School	347	360	707	18
Bulonpur City Corporation School	337	377	714	19
Total	1980	1909	3889	100

Source: (Field Data)

### **Ratio of Boy and Girl**

In the 5 general schools, out of total 3889 students the number of boys is 1980 and girls is 1909 which rate at 51% and 49% respectively. It stands the ratio of boy and girl 25.5 : 24.5.

### **Ratio of Teacher and students**

The ratio of teacher and students stands at 1:47

### **Strategic Activities of IGVE**

#### **Guardian Meeting**

Two times a year, a meeting of the guardians of the students held in the school premises. The regional coordinator or the school administrator presides over the meeting. The main objective of the meeting is to motivate the guardian so that they may be aware of education right and ensure the attendance of their children in the schools. Besides, guardians discuss the schools performance and progress along with the follow-up system. They discuss the strengths and weaknesses of the respective school. If there is any fault or lack of follow-up or of school administration they can raise it in the meeting. For this reason the students' attendance as well as the schools managerial activities becomes much effective more effective.

#### **Community Meeting**

For the direct communication with the guardian and mass people, a meeting is arranged at least 4 times a year in different communities of the schools' catchment areas. In participation with of people of all works of life the meeting becomes lively and they can know the rights of education. Besides, they can know the UCEP and its objectives.

#### **Follow-up**

Follow-up is the unique system for protecting the drop-out rate of the students. If any student is absent 3 days consecutively the teachers visit his/her home and study the reasons of being absence. If the reasons are solvable, the teachers try to solve it and ensure his attendance. Besides, the teachers try to motivate the parents/guardians if necessary and they handle strictly in cases of lacking of the employers of the students.

### **Elite Meeting**

In association and participation with the elite persons of the schools' catchment areas, school administration arranges meeting two times a year. Local political persons, intellectuals, social workers, Imam of mosques, rich persons and highly educated and dignified persons come and remain present in the meeting. They discuss on various problems of the respective school and recommend the ways of solving those. Besides, They evaluate the schools' achievement and ask the administration on the factors of lacking if there be any.

### **In-house Training**

Every school arranges in-house training to increase the teachers' skill two times a year. Among the teachers the most experienced and highly educated one is selected to present the lecture and before 7-10 days, the selected teacher is informed of the subject matter of training so that he/she can take preparation. It is an on going process of training which rounds the year by subject.

### **Recreational Activities**

#### **Children's Day**

Each school arranges the children's day two times every year. It is the most delightful day for the students. In this very day, students themselves arrange various show and music. The members of the Children's Council run and control the cultural activities from the beginning to the end. All day long they observe it through arranging drama, music, show and sports.

#### **Study Tour**

There is a permission of a study tour in a year; but only for the last batch and only to visit the training school. So, if any school wants to arrange a study tour or a picnic, it may arrange with its own cost. But, it needs not to cite that the students who can not get meals two times a day can not dream of going to a picnic with his own cost. However, the school administration may arrange picnic or study tour to encourage the poor students.

#### **Technical School**

To provide appropriate skills and thereby improve the employment prospects of General School graduates, UCEP- Rajshahi is running one technical school situated close to Paba Upazilla Bhaban in Rajshahi. It established and started

curriculum in July, 2006 with only 160 graduates of UCEP-IGVE. This school is the main divisional complex of Rajshahi.

### Tables of Information about Technical School

Students by different trades

Units	Trades	Boy		Girl		Total	
		F	%	F	%	F	%
Mechanical Unit	Auto Mechanics	60	29	00	00	60	16
	Machinist	41	20	12	08	53	15
	Welding & Fabrication	58	28	00	00	58	16
Electric & Garments Unit	Industrial Electrical & Electronic Control	47	23	11	07	58	16
	Tailoring & Industrial Sewing Operation	00	00	83	53	83	23
	Aid to Nurse	00	00	50	32	50	14
<b>Total</b>		206	100	156	100	362	100


Source: (Field Data)

From the table, it is clear that there are total 362 students in the technical school in different trades. The table also reports that the trades are divided among the students according to their sex which is naturally congenial. For this reason, all the boys are getting training on auto mechanics, Machinist and Industrial Electrical & Electronic Control trade and the girls are getting scopes on tailoring and aid to nurse trade. From the comprehensive outlook, it is revealed that the tailoring and industrial sewing operating is more favorable to the girls than any other trade.

Students by sex

Sex	Frequency	Percentage	Ratio of Boy and Girl
Boy	206	57	25:19
Girl	156	43	
Total	362	100	

■ Girls  
43%



■ Boys  
57%

Source: (Field Data)

Among them the number of boys and girls are 206 and 156 respectively which represents them as 57% and 43 %

### Teachers and Officials

There are 33 instructors and 13 office staff in the technical school section in different units. Among them 10 instructors are in Mechanical Unit, 10 are in Electric & Garment Unit and 13 are in special SSC Vocational Unit.

### **Programmes of Training School**

There are 6 trades in this school. These trades are divided into three categories based on unit;

#### Unit 1: Mechanical Unit

Trades: Auto mechanics  
Machinist  
Welding & Fabrication

#### Unit 2: Electrical and Garments Unit

Trades: Industrial Electrical & Electronic Control (IEEC)  
Tailoring & Industrial Sewing Operation  
Aid to Nurse

#### Unit 3: SSC Vocational (on two subjects)

i) general Mechanics; and  
ii) General Electric Works.

### **Strategic Activities of TE**

After completion of IGV education the students can have chance to make themselves admitted into the Technical School in any one of the 6 trades. This school runs 2 shifts per day, each of 4.2 hours duration, so that working children can continue in their jobs while they acquire skills in the Technical Schools. The duration of training on the trades under the Unit 1 & 2 is from 6 months to 18 months considering the nature of students and SSC Vocational programme is of 2 years. After successful completion of the training, the trained graduates can have the employment facility from EFS section and the students who pass the SSC Vocational Examination may get themselves employed or get themselves admitted into polytechnic Institute for higher education.

### **Employment & Field Service**

To provide adequate support services to the graduates passing out from its technical schools Employment & Field Services (EFS) section established in Rajshahi in July 2007. It is also situated at the UCEP- Rajshahi main complex. In the opening year it started with 111 trained graduates passing from the technical school. Till now, there are about one thousand graduates of 8 batches are employed in various industries in an outside Rajshahi under the supervision of the section.

### **Socio-economic Background of the Underprivileged Children**

Under study of the students learning in different trades 87 were randomly. From the collected data, it was observed that the socio-economic background of the underprivileged children is miserable of the respondents' family, 26% can not earn over taka 100 per day. Besides, the family size of The courses offered in all private universities mostly are job oriented as the respondents is big. For this reason children of these families are involved in income earning activities. Though they earn a little amount of money which is not over taka 40 per day it supplements to their family income. Most of the respondents live in unhygienic slum houses. They do not get meal 3 times a day. The important factors of socio-economic background of the underprivileged children is shown in the following tables.

Table 1: Factors of being underprivileged

<b>Factors</b>	<b>Frequency</b>	<b>Percentage</b>
Fatherless	14	15
Motherless	03	4
Orphan	13	15
Divorced Mother	14	15
Street Child	03	3
Landless	42	48
Total	87	100

Source: (Field Data)

The table reveals that most of the respondents are involved into works due to poverty caused by landless which rates at 48%. Besides, being fatherless 15%, motherless 4%, orphan and son of divorced mother 15% each. So, they are bound to involve into income earning activities.

Table 2: Respondents by their occupation

<b>Types of Occupation</b>	<b>Total</b>	
	<b>Frequency</b>	<b>%</b>
Domestic Aid	45	51
Factory Worker	7	8
Day Labourer	3	3
Shop Keeper/ Assistant	5	6
Wood Collector	6	7
Hawker	4	5
Tailor/ Embroider	1	1
Rickshaw Puller/ Push	7	8
Coulic (Porter)	5	6
Packet Maker	4	5
Total	87	100

Source: (Field Data)

The table indicates that most of the respondents are involved in domestic aid. Among others 8% are factory workers, 6% are shopkeepers, 7% are wood collectors, 8% rickshaw puller and 6% are labour Besides, a considerable number of respondents are involved with various works like packet making, tailoring and day labour.

Table 3: Students by Daily Income

Income range (Tk.)	Total	
	Frequency	Percentage
Below 15	36	41
15-20	24	27
21-25	11	13
26-30	6	07
31-35	6	07
36-40	2	03
41+	2	02
Total	87	100

Source: (Field Data)

The income of the 21% respondents is below taka 15. It is first among the income level and the 27% respondents earn daily taka 15-20. Only 2% of them earn taka 41 or above. This income level indicates how pitiful the socio-economic conditions of the students are.

Table 4: Family size of the respondents

Income range (Tk.)	Total	
	Frequency	Percentage
1-2	7	8
3-4	40	52
5-6	27	31
7-8	7	8
9+	6	1
Total	87	100

Source: (Field Data)

Most of the families of the respondents consist of 3-4 members which is 52% but the 31% families are of 5-6 members and 8% families are of a highest number of members 7-8.

Table 5: Family Income of respondents

Income range (Tk.)	Total	
	Frequency	Percentage
Below 100	19	21
100-120	15	17
121-140	20	22
141-160	8	10
161-180	12	14
181-200	8	10
200+	5	6
Total	87	100

Source: (Field Data)

The table shows the families where from the students come only 6% and 10% can earn more than taka 200 and 181-200 respectively. But 21% family can not earn not over taka 100 which is very little to lead the daily life. For such inadequate family income a child becomes worker to mitigate the family needs.

Table 6: Types of houses of the respondents

Income range (Tk.)	Total	
	Frequency	Percentage
Types	Frequency	Percentage
<i>Pucca</i>	14	16
<i>Semi Pucca</i>	27	31
<i>Kacha</i>	22	25
Jhupri	24	28
Total	87	100

Source: (Field Data)

The table bears the evidence that among the respondents a remarkable number (28%) live in unhygienic slum houses called Jhupri. Only 16% respondents live in brick built house which is called pucca and 31% live in semi pucca and the rest live in the kacha house made of bamboo and straw.

Table 7: Respondents by daily food intake

Times	Frequency	Percentage
1	00	00
2	54	62
3	33	38
Total	87	100

Source: (Field Data)

From above table it is clear that 62% respondents do not get meals 3 times a day. They get it at best 2 times a day.

Table 8: Protein intake of the Respondents

Level	Frequency	Percentage
Daily	29	33
Every 2 days	44	51
Every 3 days	14	16
Once in a week	00	00
Total	87	100

Source: (Field Data)

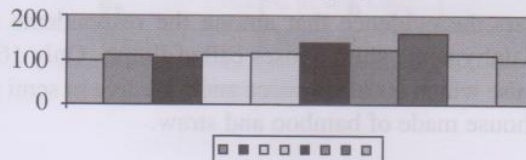
Out of the respondents, only 33% get protein daily and 51% get it every 2 days; but the 16% get it every 3 days which is needed for their proper nutrition.

Table 9: Number of employed graduates by batch

Batch	Name of Batch	Boy	Girl	Total	Percentage
1st	JD- 7	75	36	111	12
2nd	JJ-8	61	43	104	10
3rd	JD-8	65	47	112	12
4th	JJ-9	72	43	115	12
5th	JD-9	81	59	140	12
6th	JJ-10	82	42	124	14
7th	JD- 10	102	57	159	13
8th	JJ-11	65	45	110	16
	Total	606	372	975	100

Source: (Field Data)

Gradual Increasing Employment Service



The table and the chart show that the rate of employment is increasing gradually. Though the rate of 2<sup>nd</sup> batch is lower than that of the 1<sup>st</sup> batch, from the 3<sup>rd</sup> batch it continued to 12% up to 5<sup>th</sup> batch and then the rate increased to 14% in 6<sup>th</sup> batch and the latest/running 8<sup>th</sup> batch which increased to 16%.

Table 10: Number of Employed graduates by sex

Sex	Frequency	Percentage	Ratio of Boy and Girl
Boy	603	62	Boy: Girl = 50: 31
Girl	372	38	
Total	975	100%	



Source: (Field Data)

### Strategic Activities of EFS

#### Follow-up

Follow-up is an ongoing and continuous process. After every 6 months a new batch is added to the section and then the section follows up this except the previous one. ESOs supervise the employed graduates keenly whether they work well or not. If there is any report or information the ESOs get, they go to that field and try to solve it. Sometimes, in consultation with the employer they transfer the graduates from one to another institution as the graduate's desire.

#### Job Market Survey

The service giving officer makes survey at least 5-7 days within 6 months to update the field of employment in order to find new vacancy of the listed industries or discover new industries. They communicate continually with the owners of the industries to know the performances and activities of the employed graduates or of the new post.

#### Update the Employers List

The section updates the list of employers two times every 6 months. To collect the proper vacancies, requirement of the post, salary range and the eagerness of the employers this kind of visit is conducted. In consistence with the collected data, the section supplies the manpower to the industries which is convenient and beneficial for the graduates.

### Job Hunting Day

Every 6 months, it conducts 3-5 job-hunting days to enlist new field. In order to do so the ESO Officers go to the new factories or industries or any other types of institutions to motivate them. They narrate the objectives of UCEP-Bangladesh and its activities so that the employer can make out and assure them to take the manpower. Thus the section creates the employment fields.

### Long-term Study

Its long-term study after 3/5 years is conducted to know the situation of the employed graduates whether they are still working there or not.

### Support for Higher Education

The EFS section of UCEP-Bangladesh, Rajshahi takes the initiatives to support and collects meritorious and talented graduates for higher education. For this, it communicates with the institution where the students want to get themselves admitted.

### Support of Self-Employment through ESA

EFS component recently introduced Entrepreneurship Support Activity (ESA) to encourage the graduates starting their own business. The technical schools provide them training on entrepreneurship and provide financial assistance to start new business in terms of interest free recoverable grants with a very soft installment.

### Comparative Involvement of boys and girls up to the 3<sup>rd</sup> stage

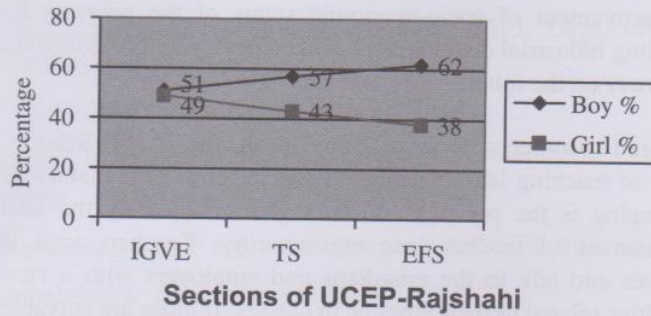
Reviewing the above analysis, it is clear that in IGVE programme the rate of participation of girls is equal to that of boys which was 49%. But in the Technical School the rate decreased to 43% and finally at the EFS Section it decreased more to 38%. From the below table and curve can be seen easily.

Sex	Programmes		
	IGVE	Technical School	EFS
Boy %	51	57	62
Girl %	49	43	38
<b>Total</b>	100	100	100

Source: (Field Data)

### Major Employers of UCEP

#### Comparative Involvement of boys and girls upto the 3rd stage



#### UCEP graduates employed in and around Rajshahi:

A large number of UCEP graduates are working in:

1. S.N. Fashion, Seroil Colony, Rajshahi
2. Faisal Garments, RDA Market, Rajshahi
3. Nitol Fashion, Katakhal, Rajshahi
4. Fan Hospital, Gonokpara, Rajshahi
5. UNIX Electronics, Uposhohor, Rajshahi
6. Kaiser Memorial Hospital, Uposhohor, Rajshahi
7. Shaheen Technology, Sapura, Rajshahi
8. Padma Engineering Works, Sapura, Rajshahi
9. Agrani Metal Industries, Rajshahi
10. Pran RFL Factory, Natore
11. Iswardi E.P.Z Area, Iswardi, Pabna.

#### Conclusion

UCEP- Bangladesh as one of the leading NGOs of Bangladesh is trying to impart vocational training beside general education to poor and working children and to provide them with jobs. UCEP is one of the ESCAP enlisted human resource development, research and training organisations. At the beginning UCEP established an educational institution for poor children and child labours following the model of community schools. The UCEP model for educating the poor children who were lying outside school was cordially received by all concerned. It is

striving hard to inculcate marketable skills and provide employment support services to the hardcore poor urban working children and adolescents through general and vocational education in close collaboration with large and small scale industries and workshops throughout Bangladesh and abroad. It is contributing to the improvement of socio-economic status of the poor on the one hand and supporting industrial development of the country by providing skilled/semi skilled man power on the other.

Compared to other schools of Bangladesh, the UCEP Schools are different in respect of teaching learning method and in terms of Syllabus- Curriculum. More encouraging is the policies and strategies adopted by the UCEP schools. The performances of teachers are praiseworthy. Teachers visit the home of the absentees and talk to the guardians and employers with a view to find out the difficulties related to their absence in classes. If those are solvable they try to solve it and ensure his/her attendance. Besides, the teachers try to motivate the parents/guardians and they also handle strictly in case of harassment of students by their guardians or employers. The school authority also arranges guardian's meeting, community meeting, elite meeting along with follow-up program. For all these policies and strategies the dropout rate is so little in UCEP schools. While dropout rate in Govt. and Private Primary Schools is almost 40%. Most importantly, the students of UCEP schools get the opportunity of trades training in 6 (six) trades after completing their graduation course (class VIII). The training authority also extends help and cooperation in getting jobs in the relevant fields. To provide adequate support to the graduates passing out from technical schools Employment and Field Services (EFS) section helps getting suitable jobs. Starting from 2007 with 111 trainees, till now about one thousand graduates of 8 batches got employment in various industries in and around Rajshahi under the supervision of this section.

'Learning through earning' is one of the best processes of imparting education to the children of poor families. Since, Bangladesh is a poor country, the poor families cannot provide educational expenses for their children and the children become the victim of child labour abuse.

So, UCEP programmes deserves thanks and recognition. Meanwhile UCEP achieved global reputation for its unique model of human resource development. UCEP'S success has enabled it to be listed twice in the UN ESCAP's "Compendium of centre of excellence in HRD research and training". All other private school authorities should try to follow the UCEP model. Government of Bangladesh should think positively as to how best it can accommodate UCEP policies and strategies in our primary and lower secondary level schools.

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## **An Evaluation of Teaching-Writing in the English Language Classroom in Bengali-Medium Schools**

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### **Abstract**

*It is supposed that writing is an essential but difficult skill for EFL students to accomplish. This study aims at investigating teaching and learning strategies followed by teachers of English and secondary Bengali-medium school students concerning writing practice inside the classroom. It further concentrates on identifying English language teachers and students' attitudes towards teaching and learning writing and finding out the problems faced by the secondary students when they start writing anything of their own. This paper also explores how writing is taught and practiced in the English classes of Bengali-medium schools. Because of the complexity of the aims, mixed method has been followed. Secondary level students and their teachers have been randomly selected as the subjects for this research activity. This investigation reveals that teachers in Bengali-medium schools mostly follow the Grammar-Translation method although there is an arising tendency to follow the Communicative Approach. In case of evaluating the piece of writing of the learners, the teachers are completely product-based.*

### **Introduction**

Learning the processes of writing is a difficult skill for students to learn and develop the competence in a language, especially in EFL context, where exposure to English is limited to a small fraction of their total class hours per week and where they rarely need performing the task of writing outside the classroom too. Students, learning English as an ESL or EFL, struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics besides the lack of the knowledge of the world. Traditionally, the teaching of writing in the EFL context has focused on expository (non-fiction) writing especially creative writing. It is possible to conduct creative writing even in the EFL classroom, and it has been seen as an important writing task to develop all language skills to increase self-esteem and confidence, and thereby fostering motivation among the learners to go further in exploring the language. It is academically valued because it opens up the

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imaginative faculty of learners. And it has positive spin-off value for more factual kinds of writing. In the current English syllabus of our secondary level, there is scope for teaching writing English in a creative way. In this perspective, the purpose of this study is to find out the approaches, methods and techniques applied by the teachers to teach writing at the English language classroom of national secondary level in Bengali medium school in Bangladesh and the effects of the mentioned on teaching-learning processes.

### **Bangladesh perspective**

Bangladesh is small country with densely populated citizens; many of whom are still uneducated and consequently not fit for this global arena. However, the government of Bangladesh in association with national-international organizations and other countries is working hard to develop the education level of the people in terms of language use, technology use etc. For this purpose, the communicative approach has very lately been introduced in the education system of Bangladesh though the researches on the effectiveness of Communicative Language Teaching (CLT) are very pessimistic about the outcomes of this approach in Bangladesh. Though the syllabus of English in our secondary level is based on communicative language, the students in our country have very little competence and production of functional language, such as proper natural language use in different social and interpersonal contexts in creative ways. They mainly rely on memorizing the rules and grammar translation practice. As a result, if they forget any chunk, they don't have any clue of reconstructing it. They can write only what they have memorized and what their memory has been able to sustain. Consequently, there is very little room for creative writing or group discussion in the writing classes whereas the process approach to teaching writing treats all writing as a creative act which requires time and positive feedback to be done well. So, process writing seems to be absent in our EFL classes. As a result, they cannot use and develop their creativity as well as their writing skills do not develop properly. It is even possible to find out students memorizing lessons without understanding. Therefore, teaching writing has been a very tough job for teachers of Bengali-medium schools. This is not due to the lack of enough linguistic competence of the teachers only but the application of the effective teaching approach appropriately for non-native students also. Here, the students studying in Bengali medium schools especially in classes III – X, usually find writing, guided or free-hand, problematic and hence, frequently make mistakes in vocabulary items or words, structures, formats or styles, genres, etc. To draw an inference to the observation, it has been found that the major problems of writing instruction by the teachers in Bengali-medium schools are heavy emphasis on grammatical form, overemphasis on the final product, lack of genre-specific

writing across the curriculum, the need for more diverse types of feedback. These factors tend to inhibit students from improving their classroom interaction and keep them aloof from developing more active learning in writing. Therefore, this study intends to go for an in-depth search for the approaches/methods, techniques, aids/materials used by the teachers in the Bengali - medium schools while teaching writing in English language classrooms. Then there have been suggestions to develop the methods followed by our teachers. This paper is an attempt to find out the general picture of teaching *writing in* English classes of Bengali-medium schools in this regard. The paper has provided emphasis on finding out extents to which the studied schools follow communicative approach which is considered to the latest and most effective way in teaching writing in a foreign/second language.

### **Problem statement**

In most of the cases, students in our country especially in Bengali-medium schools memorize their lessons. In the present syllabus of secondary level, there are some topics on writing paragraph, letter, application, report writing and essay. But it is seen that students memorize these topics even in some cases teachers also suggest their students to memorize it. Their goal of writing is examination oriented. As a result, they are less active in creative writing. Now a days, various trainings for teachers are being conducted. Modern teaching programs are also available in multi-media. The syllabus in our schools has also been changed. But still now teaching writing English in Bengali medium school is not being effective and many teachers emphasize on Asian Review Vol. 3, No. 1, 2014

memorizing the task and students are not able to come out from the tendency. So what the present condition in teaching-learning situation is a matter of investigation for looking forward to developing our educational system.

### **Research objectives**

- To find out how the teachers teach writing in the English language classroom in Bengali medium schools.
- To find out what approaches/methods, aids/materials and techniques are usually used by the teachers of the Bengali-medium schools to teach writing in the English language classroom.
- To evaluate whether these methods/approaches, aids/materials and techniques are compatible to the CLT approach of teaching writing in the English language classroom of the Bengali-medium schools.

### **Significance of this research**

The significance of the present study lies in its attempt to shed the light on the teaching and learning strategies EFL teachers and learners utilize when producing an extended piece of writing. Its implications may help instructors to rethink and take steps from the findings of the study. The researchers also hope to open an avenue in the research area due to its importance to EFL specialists in Bangladesh.

### **Literature Review**

The teachers and students in our country face certain problems in teaching and learning writing English. As many teachers of English have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills. Writing has been observed by many as both physical and mental activity the purpose of which is both to express and impress. In fact, David Nunan (1999, 271) considers it as an enormous challenge to produce “a coherent, fluent, extended piece of writing” in one’s second language. This is magnified by the fact that the rhetorical conventions of English texts—the structure, style, and organization—often differ from the conventions in other languages. It requires effort to recognize and manage the differences (Leki, I, 1991). Most of the Bangladeshi learners are strongly rooted in their mother tongue and hence require translating their Bengali thoughts into English for failing to write directly in the target language.

In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This focus on writing to pass examinations reduces writing to producing a product and receiving a grade from the teacher. This is not likely to make students interested in writing, which becomes decontextualised and artificial, giving students no real sense of purpose or perspective of a target audience.

Even though these problems will persist, there are ways to improve the teaching of this skill to benefit all writing tasks and prepare students for the writing they will have to do after they graduate. Three main approaches to teaching writing have been advocated and used in the past few decades of English language teaching. A brief survey shows that they have had their advocates and detractors over the years and that they are still under active discussion and debate.

### **The product approach**

With the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of “vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation,” as well as content and organization. The primary concern of this approach is the ‘correctness’ and form of the final product. The normal procedure is to assign a piece of writing, collect it, and then return it for further revision with the errors either corrected or marked for the student to do the corrections. The teachers do not usually intervene with the writing though they guide during the time of writing without emphasizing much on the correctness at the initial stage of writing. In this stage, instead of worrying about the form of writing, the learners are required to concentrate more on the conveying of messages. There is the description of this approach to be consisted of four stages.

### **The process approach**

In the mid-1970s the process approach began to replace the product approach. The process approach identifies four stages in writing: (1) prewriting, (2) composing/drafting, (3) revising, and (4) editing. Writing is considered process through which meaning is created. Students are first asked to go through such processes, trying organizing, analyzing the ideas clearly. The process approach emphasizes revision, and also feedback from others, so that students may produce many drafts with much crossing out of sentences and moving around of paragraphs. The correction of spelling and punctuation is not of central importance at the early stages. The organization and general coherence are taught primarily in this approach of teaching writing. Many language teachers suggest the implication of both the process and product-based approach towards writing.

### **The genre approach**

In the 1980s the genre approach became popular along with the notion that students could be benefited from studying different types of written texts. As Nunan (1999, 280) explains different genres of writing “are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre.” By investigating different genres, students can perceive the differences in structure and form and apply what they learn to their own writing. Even in the classroom, where academic writing usually predominates, writing tasks can be introduced that are based on different genres with roots in the real world, such as the genres of essays, editorials, and business letters.

### **The roles of teachers, students, and materials need to be adjusted in order to fit the processing writing**

Traditional roles of students as receiver, teachers as transmitter, and material as static authority of knowledge should be changed into the center, facilitator, and fluid set in and out of the classroom. Students should not be treated as passive receivers of grammatical, and different detailed skills of language reception and production. Because, they are the real hero of the class. To some extent, they should be allowed to decide which method to be used in the class, which textbook to use, and what to write about. More importantly, they should change the situation that only the teacher is giving the lecture while there was rarely any participation, communication and response of the students. After making clear their roles in the classroom, students will take more responsibility of learning and acquiring, in writing's case, of writing. Teachers should not be the single speakers anymore. Instead, their main role becomes facilitator and things that writing classes need, such as classrooms, (round) tables, typewriters or computers, paper of different colors, and other necessary office supplies. This is sometimes very important since if everything is available, students tend to feel the willingness and urgency to write. Teachers also have the responsibility of coordinating with the school authorities and other departments as well as students' parents. Without the support from the school to the society, there will no ambient atmosphere for successful group writing, which really needs a good community.

Writing instructors must also provide students with dictionaries, ample reading materials, writing models and other useful manual books of practical methods of writing. With all these sources ready at hand, or put at a certain corner, thus, students can always conveniently go to the reference desk for what they are not very sure or they desperately need, when they come to a sudden stop and look for specific and clear details while they are talking or writing.

But the most important aspect of a teacher as a facilitator is to promote students while they are in the process of talking or writing. For beginning writers and writers who are fresh in groups, it is always difficult to grasp the main idea or appropriate opinion to discuss when put in a bunch.

In addition, textbooks are no longer regarded as authorities. Instead, any material that can help develop students' writing and thinking skill can be brought into the classroom. Ideally, the materials should be authentic, such as editorials, advertisements, movies, scientific instructions, maps, travel information, and so on. Students can also be brought into real situations of communication of role-playing or making pen pals with foreign students. Topics are not restricted by textbooks. All interesting, useful, academic or nonacademic topics are allowed.

## Teaching Writing: Strategies

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. At first the teacher needs to be clear about the target area which depends on some factors; 1) levels of the students, 2) average age of the students, 3) purpose of their learning English, and 4) future intentions for the writing. Again what the students should be able to produce at the end of this exercise and what the focus of the exercise is, are also to be included. The second strategy is to focus on the means which can facilitate learning the target area. For example, if formal business letter English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place. After that the teacher needs to consider how to involve the students. This will consider; what types of activities are interesting to the students? Are they preparing for something specific such as a holiday or test? Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. Finally, it is important for the teachers to consider which type of correction will facilitate a useful writing exercise. In this case considering the target area is again important. Here, after taking a test, perhaps teacher guided correction is the most effective solution or, maybe the best approach would be to have the students work in groups thereby learning from each other. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

This review shows that there is a series of ways to prepare students in developing their writing skill. This paper will seek to enquire into the continuing teaching method of writing in English in such schools.

## Methodology

### Research Design

In this research mixed method was followed. Both 'observation' and 'survey' were needed in this research to have an authentic result. That's why both qualitative and quantitative investigations are here interwoven.

To address and explore the research questions, there were two questionnaires, one for the teachers and the other for the students. The questionnaires were designed on the basis of using various methods/approaches and techniques for teaching literacy skill especially writing skills at the Bengali-medium schools of secondary level in

Bangladesh. There were 6 questions for teachers among which 5 were open-ended questions and 1 was yes/no question in which teachers had to tick. There were 9 questions for students. 5 of them were a mixture of yes/no questions, 3 were open-ended questions and 1 was a question with a list of options. Responses to the questions were analyzed by means of frequency and percentage. Besides eight English classes of six teachers in 3 Bengali-medium schools were also observed Classroom observation was done on the basis of some criteria.

### **Subjects**

The primary subjects for the study are 10 (ten) English language teachers from public and private schools in Bangladesh. The secondary subjects for the study were 50 (fifty) students ranging from class VI to class X of those schools.

### **Materials**

To address and explore the research questions the selected teachers and students were given questionnaires to answer. The questionnaires were designed on the basis of the different levels of the students of different classes using various approaches/methods and techniques. Each of the questionnaires consisted of items related to the research problems stated in the problem statement. The teacher observation schedule is based on some criteria to observe English classes of the selected teachers. Interviews of some students and teachers were also taken.

### **Procedures**

With the permission of the teacher English classes were observed sitting at the back bench. There were eight observations which took 6 days. After observing the classes, questionnaires were given to the teachers and students and collected on the next day. During their lunch break both teachers and students were taken interviews.

### **Data presentation, Analysis and Interpretation**

#### **1. Data found from teachers questionnaire**

*1. How many students are there in your class?*

*Table 1: Frequency of teachers dealing with different class size*

<b>Class size</b>	35-40	41-55	56-65	66-70
<b>No. of teachers</b>	4	3	2	1
<b>%</b>	40%	30%	20%	10%

**Comment:** The 40% teachers of our Bengali-medium take classes of 35-40 students.

**2. If/when you use 'writing' in the classroom, what are the teaching objectives?**

Table 2: Teaching objectives of different teachers

Response	No. of respondents	%
To make students pass exam	2	20%
To make students learn to write independently	7	70%
To help the students write accurately	4	40%
To practice the given content material	3	30%

The table shows that 20% teachers think that to make students pass in the exams is very important, 70% teachers give importance on making students learn to write independently, 40% teachers are for accuracy in writing, 30% teachers give importance on practicing the given content material.

**Comment:** The majority of Bengali-medium schools teachers, following the CLT approach, now believe that it is important to encourage students in creative writing rather than only passing in the exams. Writing accurately and practicing the given content materials are also given much but a considerable portion of teachers teaches only to pass in the exams

**3. Which writing activities do you normally do in your classroom instruction?**

Table 3: Percentages of teachers who tick these boxes

Writing Activities	Most Important	Important	Not so Important	Not needed at all
a. Composition	60%	40%	0%	0%
b. Short answer	30%	70%	0%	0%
c. Dialogue	60%	40%	0%	0%
d. Story writing	20%	70%	10%	0%
e. Rearranging	0%	50%	40%	10%
f. Informal letters	10%	60%	30%	0%
g. Application	20%	70%	10%	0%

According to the above table 60% teachers think that composition is most important for developing writing skill, 40% think that it is important; in case of short answer 30% think that it is most important, 70% think that it is important; in case of dialogue 60% believe that it is most important, 40% believe that it is

important; in case of story writing 20% believes that it is most important, 70% believes that it is important and 10% believe that it is not so important; in case of rearranging 50% thinks that it is important, 40% thinks that it is not so important and 10% thinks that it is not needed at all; in case of informal letter 10% thinks that it is most important, 60% believes that it is important and 30% thinks that it is not so important; and in case of application 20% thinks that it is most important, 70% thinks that it is important and 10% thinks that it is not so important.

**Comment:** Generally in Bengali-medium schools, the majority of English teachers give most importance on composition and dialogue writing. In case of rearranging there is 0% teacher who thinks it most important. Moreover there is a portion of teacher who believes that it is not necessary at all. But rearranging is very important to have understanding for narrating something maintaining various sequences.

**4. How do you ensure that the students know something about the topic for writing?**

Table 4: Different ways to reveal student knowledge

Response	No. of respondents	%
By discussion and answering questions	2	20%
By pair work/group discussion	1	10%
By testing students' writing	6	60%
By checking students given clues	1	10%

The table shows that 20% teachers think that students can know about the topic by discussion and answering questions; 20% by pair work/group discussion; 60% by testing their writing observing their mistakes, vocabulary knowledge, speed of writing and whether their answer is adequate or not and 10% by checking them giving clues.

**Comment:** In Bengali-medium schools most of the English teachers emphasize on taking test to reveal what their students know about some specific topics.

**5. How many writing classes do you take in a month?**

Table 5: No. of writing classes taken by different teachers

No. of classes	No. of respondents	%
0-5	1	10%
6-10	2	20%
11-16	6	60%
Not fixed	1	10%

The table shows that 10% teacher takes 0-5 writing classes, 20% takes 6-10 writing classes and 60% takes 11-16 writing classes. 10% teachers have answered the number of their writing classes is not fixed.

**Comment:** The majority of English teachers take 11-16 writing classes in a month.

**6. How do you give feedback on student writing? Please write in detail.**

Table 6: Teachers feedback on student writing

Responses	No. of respondents	%
By giving marks, correction, comment and telling to write more and more	8	80%
By correcting their errors during their writing activities moving around the class	1	10%
By letting students for peer correction	1	10%

In Bengali-medium schools English teachers 80% generally conduct feedback session on student writing by giving marks, correction, comments on their written copies.

**Data found from students questionnaire**

**7. Does your teacher correct your written work?**

Table 7: Teachers' feedback on students writing activities

Response	Yes	No
No. of respondents	48	2
%	96%	4%

The table shows that 96% students have responded as their teachers correct their mistakes. Some of them more or less have written that their teachers correct their mistakes especially in 'spelling' and 'grammar' by circling or underlining those ones after their writing, some have responded that their teachers orally correct their mistakes in writing walking through the student rows, again some of them have written that their teachers first tell the correct answers then write those on the board. From there the students correct their mistakes. On the other hand 4% students have responded that teachers do not correct their mistakes.

**Comment:** Majority of the students have responded that their teachers correct their mistakes especially in 'spelling' and 'grammar' by circling or underlining those

ones after their writing. According to second large portion of the students teachers correct their errors orally. Some students have written that their teachers write the correct answers on the board and at that time they correct their mistakes. There is a very small portion of students who have written that their teachers do not correct their mistakes.

#### 8. Do you think writing is a difficult skill?

Table 8: Students attitude towards writing skill

Response	Yes	No
No. of respondents	20	30
%	40%	60%

The table shows that 40% students think writing as a difficult skill. They feel it difficult as it is to be written in a foreign language. Some are afraid of grammatical mistakes. On the other hand 60% students do not think that writing is a difficult skill.

Comment: Although majority of the students do not think writing as a difficult skill, there is a large portion of students who are yet afraid of writing.

#### 9. Does your teacher give you homework on writing?

Table 9: Students response having homework on writing

Response	Yes	No
No. of respondents	41	9
%	82%	18%

According to the table 82% students opine that their teachers give exercises more or less on paragraph, application, grammar exercises, composition, dialogue story writing etc. as homework, some of them have written that their teachers give some ideas on a specific topic and then ask them to write it at home on their own, some have responded that they are given homework on which they have just done their class work, and very few of them have responded that they are hardly given homework. On the other hand 18% students have responded that their teachers do not give homework.

Comment: Most of the teachers give students exercises as homework.

### 10. Does your teacher tell you to memorize compositions?

Table 10: Students response on memorizing composition

Response	Yes	No
No. of respondents	30	20
%	60%	40%

The table shows that teachers in Bengali-medium schools tell their students to memorize compositions as responded by 60% students. Among these students the highest number of essays they have memorized is 20, lowest is 10 and majority of the students have written that they have memorized 15 essays while 40% students have responded that they are not asked to memorize composition in schools.

**Comment:** This is a common picture of our Bengali-medium schools that students are used to in memorizing compositions. But CLT does not approve this method as it harms students' creative writing. But it seems that days are changing as there is also a portion of students who claim that they only take ideas on different compositions and their teachers don't influence them to memorize rather than they give instruction on writing freely.

### 11. How many compositions do you memorize before any exam?

Table 11: No. of compositions memorized by different students before any exam

No. of composition	0	2-10	6-10
No. of respondents	8	36	6
%	16%	72%	12%

The table shows that 72% students memorize 2-10 compositions and 12% students memorize 6-10 compositions.

**Comment:** This picture shows that majority of the students of Bengali-medium students memorize 2-10 compositions before any exam. On the other hand, there are very few cases where the students use their creativity to write compositions only taking some ideas.

### 12. Do you like writing classes?

Table 12: attitude towards writing classes

Response	yes	No
No. of respondents	41	9
%	82%	18%

The table shows that 82% students like writing classes. According to them, writing skills in English can be developed through writing several times. They think that there are no ways but effective writing classes to develop their handwritings. Some of them have written that writing classes are like fun for them. On the other hand 18% students do not like writing classes as they do not feel that English writing is so easy and classes are enjoyable. That's why they do not like writing classes.

**Comment:** According to this picture most of the students of Bengali- medium schools feel interest in writing classes, but there are also a portion who do not like writing classes.

**13. How many writing classes do you have in a month?**

Table 13: No. of writing classes in a month in different classes

No. of classes	0-5	6-10	11-20	21-25	Not fixed	In almost every classes
No. of respondents	6	8	17	1	10	8

**Comment:** Although in different English classes of different Bengali- medium schools the number of writing classes varies to a great extent, majority of the students have responded for 11-20 classes as the number of their writing classes

**14. Which writing activities does your teacher make you practice in the class?**

Table 14: Writing activities practiced in classroom responded by different students

Writing activities	Frequency of respondents	%
• composition	20	40%
• short answer	36	72%
• free dialogue	42	84%
• story	36	72%
• Rearranging sentences	27	54%

**Comment:** In Bengali-medium school teachers give major importance on free dialogue, the second emphasis is on short answer and story writing. On the other hand rearranging has the lowest frequency in writing classes.

### **Data found from class observation**

Eight English classes in 4 Bengali-medium schools were observed. Here are details of those observations.

#### **Teacher-1**

#### **Class-vii**

It was a very large class of about 65 students. The teacher used a microphone in this class. She was with a smiling face and a very good personality. She read out a passage and made questions out of it on the board. The students were asked to write answers of those questions. She gave 10 minutes for the answers. She was monitoring her students moving throughout the classroom and providing vocabulary for their answers when they felt difficulties. Then she asked one of the students to read out the answers and at other students to correct their mistakes.

#### **Teacher-2**

#### **Class-x**

The teacher started his class with a good facial expression. The teacher asked the students to do dialogue writing. He gave the students purpose for dialogue writing. It was a guided writing as the students were supposed to read a dialogue from their text, then they wrote a new dialogue on some given clues and in the light of the previous one. The teacher conducted group work to write the dialogue. He asked the students to do the whole process within 15 minutes. The students were sharing their ideas. The teacher was circling the classroom to monitor student activities. He was providing with vocabulary whenever they face word finding problem. They were asking for words in Bangle and he was giving translation of those ones. Dialogues, they were writing, were of long sentences. He was instructing them to write small and easy sentences that is used in real life situation and also asked them to make a good conclusion for their dialogues. The students crossed the given time and they took almost 25 minutes to finish their task. The teacher checked two copies and gave feedback. He could not check all of their copies.

#### **Teacher-3**

#### **Class-vi**

The teacher tried to keep a friendly look towards his students and read out a comprehension from the text. He translated each and every line into Bengali. There was no class work. His strategy was to make his students understand the passage in their mother language then they would be prepared for answering any type of questions out of the passage. His method is totally grammar-translation method.

**Teacher-4**

**Class-ix**

The teacher explained in short how to maintain the sequence of sentences and then asked the students to rearrange some sentences. There was no pair work or group in the class. He did not mention any fixed time for their exercise. After about 15 minutes he asked one student to read out the answers and others had to correct their errors.

**Teacher-5**

**Class-viii**

The teacher started the class with a clear and cordial voice expression. He then wrote the title of a paragraph on the board. He let the students to think about the topic, extracted ideas on it from them and helped them to organize their ideas. Then he gave some hints for the paragraph. After that he asked them to write on it within 15 minutes. He was moving through the student rows to monitor their activities. At the same time he was providing them with proper vocabulary. He managed to check their written works within the class time. He underlined their grammatical mistakes

**Teacher-6**

**Class-vii**

The teacher asked the students to write a paragraph which they had already memorized. He provided them with appropriate vocabulary when it was necessary. Then he checked out most of their copies. He underlined their grammatical and spelling mistakes.

**Teacher-7**

**Class-x**

In this class the students had to do a passage narration. The teacher first discussed some rules on writing narration. Then she wrote an exercise on the black-board and asked them to do it. She did not mention any fixed time for this task. She was moving around the classroom while they were doing their exercises. The teacher took all of their copies to check during her free time.

**Teacher-8**

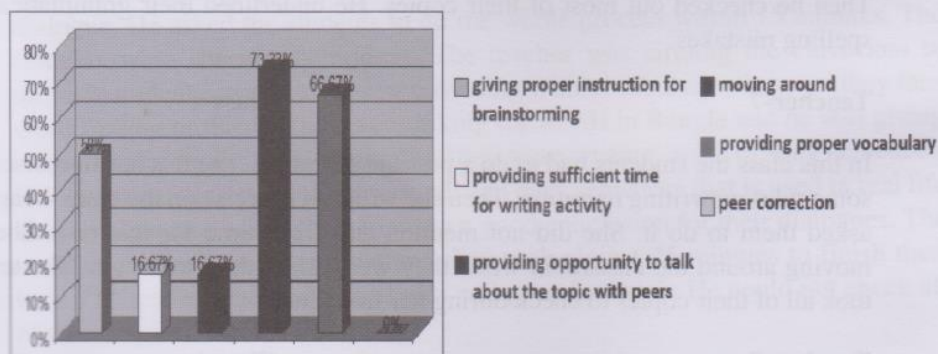
**Class-ix**

The teacher asked the students to read a passage from their text. Then he made questions on the board. He explained how to organize ideas to make answers. He was facilitating his students when they were in problem and provided necessary vocabulary. He was correcting their mistakes moving around the class. The students had to write from their understanding of the passage. After they had finished their tasks the teacher checked their copies and underlined their writing mistakes.

So, it is found that three of the teachers have given the students proper instructions about brainstorming before writing on a specific topic and how to organize ideas. One of them has provided the students with appropriate timeframe for their writing activities. One of them has instructed the students to talk about their thought before writing. In other cases, there has not been pair work or group work; although the teachers have said that they often conduct these in their classes. According to one teacher, students are hardly let to do free-writing as they are not developed enough to do so. Some teacher said that their students are weak at the base, that's why they had to rely on memorization. Five of them have provided the students with proper vocabulary that may be useful in the particular assignment while they were writing. Five of them have circulated around the class to monitor their class work.

It is seen from school observation that the average students are around 49. It is time consuming and almost impossible to check all of the copies during class time. The teachers would have conducted the very effective method peer correction. But there was no peer correction in those classes. Instead of that most of the teachers corrected 3/4 copies among students' class work. Then they have discussed the mistakes that are commonly noticed.

Figure 1: Percentage of school teachers maintaining different principles of writing



The chart reflects the percentage of Bengali-medium school teachers maintaining different principles of process writing advocated by CLT. Taking the three schools as representative picture of our Bengali-medium schools it is found that 50% of our English teachers give proper instruction about brainstorming before writing, 16.67% provides the students with appropriate timeframe for specific writing activity, 16.67% provides with the opportunity to talk about the topic with

peers, 73.33% circulates the class while the students do their writing tasks, 66.67% provides with proper vocabulary and 0% teachers conduct peer correction.

### **Results**

The findings present that there is a rising tendency to follow CLT approach. But teachers in our country still cannot come out from the circle of the traditional method. Teachers are giving importance on composition and dialogue writing which are seen to be dependent mostly on imagination. Teaching is here completely product-based as there is evaluation session at the end of any term. 40% students are afraid of writing. It is because they bear the feeling that learning a foreign language is difficult especially grammatical items. On the other hand the larger portion does not think it difficult. Students' attitude towards writing is mostly positive as 82% says that they like writing. In these schools genre-specific writing is not having adequate importance as we see sequencing/rearranging is at ignorance level.

It is found that communicative approach is almost not in action in Bengali-medium schools. But it is a matter of hope that there is a sign that perhaps in future our teachers would follow CLT approach in teaching English language as more or less they are seen to be aware of CLT, although they are yet not prepared to maintain it. In case of genre-specific writing the picture is almost negative and grammar-translation method (GTM) is hugely at work in our teaching-learning situation.

### **5.2 Limitations**

For this research 10 schools were visited and from their 10 English teachers and 60 students were supposed to be selected as participants for primary data collection. But all of them did not submit the questionnaires in time. The quantity of subjects narrows the scope of authentic study. Again the questionnaires filled by the learners might not fully accurate as they consulted one another while filling it up.

### **5.3 Recommendations**

The statistics in the previous depicted tables carry significant implications for English language teachers. It has clearly been proved that there are significant differences between teachers with respect to procedures of teaching and techniques of correction. In our country teachers are being given various training

on various teaching techniques, but when they are in action, most of them surrender to the traditional method. So, at first it is important to change our teachers' view of teaching. If they themselves are not motivated how can they bring change in their teaching system? Secondly, they have to present English in such an interesting way that all of the students feel attraction to it and love to write in English instead of getting afraid of it. Teacher can use various diagrams, pictures, videos for different creative writing. Thirdly, to make the students able to write on different types of writing, it is very important to give emphasis on genre-specific writing and our teachers need to be careful about it. Fourthly teacher's motivation to the students should be given more emphasis. English teachers can develop their students' writing by teaching them various writing styles/techniques, making them to write on topics which are not in their syllabus, arranging writing competition, increasing writing classes, giving more homework, giving more emphasis on grammar, vocabulary, phrase and idioms, making them read beyond textbook.

Finally, English teachers in our country have to heartily feel the significance of writing skill to develop students writing activities in English that would at the same time stimulate learning this foreign language.

### **Conclusion**

As writing skill plays a vital role to accelerate learning a foreign language like English, teaching writing should be treated with much care and emphasis on real-life needs of writing. The spread of technology-based knowledge has already facilitated the learning-teaching of language a lot. It has also contributed to the decrease of the grammatical and structural needs in writing. In the same way, there have been emerging needs of quality writing. So, the need for developing ideas through much cared organization is still much awaiting among the learners of Bangladesh. The crises faced by the learners during their journey of study and during the period of their professional life are really deep rooted, mostly due to the lack of proper implementation of the writing processes discussed above. We strongly believe that the exact implementation of any of the processes as applicable depending on the learners must be helpful to make the learners able to write properly using their own knowledge of the world and of the language too. The present paper tried to find out some limitations in this regard in Bengali-medium schools. To wipe out these limitations our teachers need to break the traditional method in the teaching system of writing which would ultimately lead to the development of teaching-learning situation of our English classes.

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## Sensationalism in Hamlet

Mohammed Mohsin Miyan\*

### Abstract

*The paper is intended for research and advance studies on Shakespeare. It will analyse Hamlet from a different perspective. Main focus is to have a comprehensive and modern interpretation of William Shakespeare so that the graduating students can grasp wider view on issues ever unexplored. It will also focus on dialogues and interactions of Hamlet with special reference to the sensationalism and villainy of other major characters. There are instances of revenge motives, treachery, and manipulations. The main discussion will therefore, concentrate on the position, vulnerability, and confusion in a personality of high rank. The dilemma of being powerful: you have resources but you have restrictions on utilizing that power. There are also some instances of balancing act between responsibility and relationships.*

### Introduction

#### 1

Of the inconsistency of our actions, Montaigne observes that 'irresolution is the most apparent and common vice of our nature'. The mystery of irresolution is nowhere as vivid as found in the characters of Hamlet. Sometimes, we seem to ignore the irresolution and choose to trace a different path of the state of sluggishness on the part of the protagonist. Having all the resources i.e., strength, means, intention, drive; one seems to have failed to react against hypocrisy, tyranny and injustice. It's an illusion- a dilemma which is yet to be solved by the modern reader. In Hamlet's own language:

To be, or not to be, that is the question-  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or take arms against a sea of troubles,  
And by opposing end them. (Act-III, scene-i)

All these inconsistencies and irresolution are the result of deception and duality in the making of ever corruptible minds. Claudius was in a drive to prove himself

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innocent all the way to the end of the play but he was a classical example of a villain. To bury his misdemeanors, he overreacts in every situation that would prove him otherwise. He was found indifferent to the pains and agony of Hamlet who had difficulty in understanding the behavior of his mother and uncle. The corrupted speech of Claudius made it doubly suspicious for it all seems impossible for Hamlet to accept a lie. Because, Claudius admitted that he is sad and happy at the same time. What would cause a man to be happy while he loses his brother? Then, why would he be sad if he is already happy? Perhaps, he is happy because he has become the king. And, he is sad because he has lost his brother in the process. His own speech reveals the truth. The duality is surfaced in the double edged irony of Claudius's speech:

Have we, as 'twere with a defeated joy,  
With one auspicious and one dropping eye,  
With mirth in funeral and with dirge in marriage,  
In equal scale weighing delight and dole, (Act-1, Scene-ii)  
This is the real hypocrisy in a brother who would do anything to grab power.

The reason behind Hamlet's inconsistent behavior lies in every twist and turn of his mother's behavior as well. He finds it difficult to cope with his mother's overjoyed reaction to a situation where he expects his mother to show some respect to the departed soul of his father. Hamlet does not expect too much from his mother. But Gertrude, his mother takes the demise of Hamlet's father very casually. She comments: "Thou know'st 'tis common, all that lives must die, Passing through nature to eternity". (Act-1, Scene-ii)

Hamlet's claim is that he can not play with emotion which is a trend of the day. He observes that people veil themselves with certain moods and clothes to hide the truth, which is simply impossible for Hamlet to cope with. He simply can not get rid of the pain that possesses his mind so much. We can not express our true feelings through outward gestures. He explains:

But I have that within which passes show-  
These but the trappings and the suits of woe. (Act-1, Scene-ii)

The trappings and the woe in Hamlet's mind are the direct results of Claudius's mischievous behavior and deception. Claudius believes in forced empowerment which is the cause of major dislocation in the country. Though he claims to be the spokesman of "Unforced accord", he never practices what he says. Hamlet terms the murder as "Gross in nature". The gruesome actions in the play give rise to the concept of sensationalism and melodrama. The calculated guesses of an uncle

makes it all devious and mournful. Claudius's action could only be compared with beasts. He rejects any norm of human empathy towards his kinsman. Hamlet opines:

O God, a beast that wants discourse of reason  
Would have mourned longer-married with my uncle, (Act 1, Scene- ii)

In another instance, he doubts the whole love affair between his mother and uncle and he expresses his disgust at it:

“By what it fed on, and yet within a month-

Let me not think on't; frailty, thy name is woman- (Act-1, Scene-ii)

2

The magic in the play begins with the appearance of Hamlet's father's ghost. The idea of introducing the ghost is a blessing from omnipotent God to assist Hamlet in resolving the murder mystery. At the same time it equates the status of a man to the level of God. Man acts as a demigod who decides for himself. The sequence creates a sensation, an exhilaration, a ray of hope, and a kind of poetic justice. We can feel the thrills in the following speech of Hamlet:

That thou, dead corse, again in complete steel  
Revisits thus the glimpses of the moon,  
Making night hideous, and we fools of nature  
So horridly to shake our disposition  
With thoughts beyond the reaches of our souls?  
Say, why is this? Wherefore? What should we do? (Act-1, Scene-iv)

Hamlet is bewildered and confused at the sight of his father's ghost. He is looking for possible resolution to this unwanted situation. It all seems unnatural and incomprehensible to weak hearts. The ghost definitely appears with a purpose; it is to reveal the secret of the crime. The ghost of Hamlet's father commands: “Revenge his foul and most unnatural murder” (Act-1, scene-v). The ghost terms the murder as, most foul, strange, and unnatural action.

The force and impact of speech achieves its full potential in the ghost's humanly attitude and kingly grandeur. The statement weighs the commandment of god and demands sympathy from an earthly being. It is the bond between natural and the transcendental. Hamlet's father is in a drive to establish justice and rule of law in

his country. He prophesies war against the villain who is none other than his own younger brother. So, he discloses:

A serpent stung me. So the whole ear of Denmark  
Is by a forged process of my death  
Rankly abused; but know, thou noble youth,  
The serpent that did sting thy father's life  
Now wears his crown. (Act-1, Scene- v)

This is a clear message to the followers of the king to raise a war against tyranny and injustice. The consequence of this command is unprecedented for Hamlet becomes even more charged with emotion to take revenge. The scars in Hamlet's mind have driven him to the state of madness. Out of remorse and sadness he kills Polonius, father of Ophelia. He had his revenge. As it is revealed in the conversation between Hamlet and his mother:

Hamlet (draws his sword): How now, a rat? Dead for a ducat, dead.

(Kills Polonius)

Polonius (Hiding behind the window curtain): Oh, I am slain!

Gertrude: Oh me, what hast thou done?

Hamlet: Nay I know not, is it the king?

Gertrude: Oh what a rash and bloody deed is this!

Hamlet: A bloody deed? Almost as bad, good mother, as kill a king and marry with his brother. (Act-III, Scene- iv)

The murder turns out to be a blunder because Polonius was not intended to be murdered. The aftermath of this killing makes Hamlet's life even more complicated; Ophelia goes crazy after losing her father and Hamlet loses her as a consequence.

The next person to be censured is Gertrude. She is repeatedly warned by Hamlet against his uncle. Hamlet could not accept the treason and deceit on her part. It doesn't suit the modest and grace of a queen to forget her husband so fast. It is believed that the leadership is an honor bestowed on us by the God himself. So, it cannot be cheated or robbed of anyone. And, the act of becoming a leader by espionage, aggression or murder is not viable. The whole group of aristocrats are on trial of Hamlet's sensible assumption on their insensibilities. He thinks that one's position and stature make him/her blind to his/her own faults. She/he seems to ignore the most obvious feature of common sense. Hamlet explains:

(Eyes without feeling, feeling without sight,  
Ears without hands or eyes, smelling sans all,  
Or but a sickly part of one true sense  
Could not so mope) (Act-III, Scene- iv)

The abomination of Hamlet goes on to hurt Gertrude. She has to go through the pain and agony as she is a partner in an act of crime. However, she knows nothing about the crime being committed against her beloved. She cannot take anymore for it shatters her beliefs, pride, and respect for the corrupted king. She can now wait for the inevitable consequence of this vicious crime. To her utter dismay, she accepts the fate that is to follow the rest of her life. She terms the crime as “grained spots” in the soul. It all feels like a knife cutting her soul. As she explains:

Oh speak to me no more.  
These words like daggers enter in my ears.  
No more sweet hamlet. (Act-III, Scene-IV)

Gertrude’s utterance proves the innocence of Hamlet’s mother in the crime. She is fighting with herself and she has had a difficult time to accept the fact that a brother can kill his own brother to possess power, wealth, and beauty.

### 3

A crime of this magnitude can only be resolved by divine intervention. Shakespeare does not take any chance to leave the matter only to human faculty and power. He knows that the crimes committed by the rich and powerful would only vanish in the air if any earthly being tries to resolve it. This is why he calls for help from the supernatural to create sensation and credibility on the issue. The gravity of the matter can only be weighed if compared with primitive desires. The crime sequence has got a direct relationship with the beliefs cherished in The Old Testament i.e., “Sin leads to death”. Shakespeare as a profound believer in the Bible could easily attribute the Biblical allusions to a particular event of the play. In this case, we know that it is the prerogatives of the prophets to learn things through dreams. If Hamlet is given that special power to communicate with God directly he must be deemed as someone very special. He is guided, warned, loved, and taught by the ghost of his father. It does not occur in the life of an average person. The case is serious, sensational, and something that demands close attention from the readers of the text.

Without divine intervention, Hamlet would never be able to convince his mother to betray against his uncle. He says: “I must be cruel only to be kind”. (Act-III, Scene-IV)

It indicates that to save his mother Hamlet had to be cruel to her. Hamlet could win his mother and got the full assurance to pursue his plan. His mother promises:

Gertrude: Be thou assured, if words be made of breath,  
And breath of life, I have no life to breathe  
What thou hast said to me. (Act-III, Scene-IV)

Now that the game turns out to be in Hamlet's favour he can easily manipulate the whole situation. Shakespeare is in a drive to find the devil's match by introducing supernatural sensation. Hamlet has to turn himself a devil to fight against a devil. There is little he could do to fight the odds. Hamlet cannot fight corruption and deceit with all his kingly gestures. He is of noble birth. So, his activities must suit his stature. For this reason, he can not rush to judgment. He needs to be a criminal to censure a criminal. Initially, it is difficult for Hamlet to accept this gruesome act and butchery at the top level of monarchy. He cannot cope with the bloodshed but eventually he gets used to it and makes it all his habit to be a criminal. The first in line is Polonius, father of Ophelia. He suffers a lot, fights against his own conscience, argued with relatives before he can turn himself a partner of the devil.

Hamlet can now establish himself as a perfect player of the game. He utters:  
But I will delve one yard below their mine  
And blow them at the moon. Oh 'tis most sweet  
When in one line two crafts directly meet. (Act-III, Scene- IV,)

Things get out of control when Hamlet decides to take revenge of his father's death. Claudius terms it as madness whereas Hamlet takes the whole issue as his principal duty towards his father, conscience, and the country at large. As a man of high stature, Hamlet's crime needs to be guarded for it would bring all the discredit to the ruling class. So, Hamlet is fortunate to enjoy the impunity of the monarchy while he could invest all his energy to concentrate on his action.

An action against Hamlet has never been an easy task. In a condition like Danish society where every action of monarchy is secretive, illusive, and private matter, we cannot expect a fair judgment. When it comes to kings and queens, it is simply unimaginable to indulge in their private affairs. Law is mere a play tool for the rich and powerful. The reason behind all these is not legal but more an issue of emotion and love towards monarchy. In the Elizabethan time, kings were treated as demigods who seemed to possess divine power. Obviously, once in a while they would put their power in evil use. In such cases, laws are revised and leniency would be commonplace. Hamlet is a dignified prince and he holds ample power and good names to upset any plan of his uncle Claudius. So, Claudius and his associates had to be cautious about any action against Hamlet. According to Claudius:

Yet must not we put the strong law on him;  
He's loved of the distracted multitude,  
Who like not in their judgement, but their eyes;  
And where 'tis so, th'offender's scourge is weighed,  
But never the offense.( Act- IV, Scene- III, )

Claudius runs out of options for he cannot fight a divinely inspired human being who is the rightful owner of the Danish throne. He tries his best to manipulate Hamlet to go to England so that he can have him killed on the way. He goes on to pursue the worse possible measure against his own nephew.

Power corrupts the Danish empire and the different kinds of relationships. So, to cure it Shakespeare needs to introduce desperate tricks. The only possible solution to this situation is more aggressive bloody action. Both the parties belong to the same family. Still they couldn't resolve their unresolved issues. So, a final onslaught is inevitable. There are two possible grounds for Claudius's action. First, the queen loves Hamlet so much that he is never out of her sight. Secondly, Hamlet enjoys a substantial amount of popularity among his subjects. These two factors can easily annihilate the whole Danish empire.

To reach a culmination in the play, Hamlet is fueled against his temperament and character. Hamlet is made to believe the extraordinary power he is capable of delivering. He is allowed to reflect on his own inaction and a possible consequence of the crime. Shakespeare cannot allow crime to continue further. And, Justice must be rendered. For that reason, bloodshed and sensationalism need to be introduced. In the process, Hamlet is trying to find out the reason for his inaction:

How all occasions do inform against me,  
And spur my dull revenge! What is a man  
If his chief good and market of his time  
Be but to sleep and feed? A beast, no more. (Act-IV, Scene -IV)

Hamlet's rage continues further to infuriate the sluggish temperament of the Prince. Perhaps, it would be much easier for him to render justice on others while he is not personally involved. Avenging on his own father's killers has never been an easy task. Being the Prince Hamlet is bound to show his pomp and grandeur. He has to come down to the level of common man and feel the sadness and joy of general mass. The aristocratic class would have little experience in the common people's livelihood. In most cases they would spend time in luxury and entertainment. The lifestyle of monarchy prohibits any revolt within the family structure because most of the members are guarded by excessive forces.

4

Hamlet is astounded by the multiplicity of the problem: first, it would mean ignoring the existing law and jurisdiction. Secondly, raising a fight against himself i.e., his own family. It would mean the act of running a parallel administration within the monarchy. In addition to that he inherits a very high level of conscience. He is highly dignified prince who can never accept the gross crime committed against his father. And, inaction on his part would mean disrespect to his ancestry and present stature. He is driven by intense pain and grudge to take revenge on the criminals. He also recognized the events which would have serious

consequences. The vulnerability of a prince is nowhere as stringent as in Hamlet.

Hamlet had to decide on the possible repercussions of a crime. He has to do it fast. As he puts it:

How stand I then,  
That have a father killed, a mother stained,  
Excitement of my reason and my blood,  
And let all sleep, while to my shame I see  
The imminent death of twenty thousand men. (Act IV, Scene IV)

Here is the consequence of a possible war. Hamlet wants to be sure before taking any action for he is a responsible man. His principal job is to protect his countrymen, not have them killed. So, if he raises a war against the monarchy it must be justified.

On the contrary, Leartes, the best friend of Hamlet is infuriated by the event of murder of his father. The unwanted crime also drives his sister Ophelia crazy. The events ultimately lead her to kill herself. Her brother blames Hamlet for the mishap. He now resolves to take revenge against Hamlet. Actually, the situation forces Hamlet to act like insensitive, reckless, and irrational person. He proclaims his love for Ophelia in the following fashion:

Hamlet: I loved Ophelia; forty thousand brothers  
Could not with all their quantity of love  
Make up my sum. What wilt thou do for her? (Act-V, Scene-1)

The death of Ophelia creates a common cause for both Hamlet and Leartes to be weary and lonely. At last, both of the close friends are united in defeat. They have found their sole reason to sort it out between them. Shakespeare, in this instance tries to draw an analogy between the love of a brother and that of a potential lover. Finally, Hamlet comes out victorious in this competition.

In addition, the plot reaches the even ground: both Hamlet and Leartes lose their fathers. A fight between these two friends would make the revenge motive more viable and effective. Claudius devises his plan i.e., staging a game in such a fashion so that it all appears like an accident. In an effort to resolve the dispute between Leartes and Hamlet the king asks for an apology from Hamlet. In an apology, Hamlet acknowledges:

And when he is not himself does wrong Laertes,  
Then Hamlet does it not, Hamlet denies it....  
His madness is poor Hamlet's enemy. (Act- V, Scene -II)

Hamlet's effort is always there to get things in order even though he is not in control of divine power. It is not meant to be peaceful where a deliberate crime is committed. He has complete trust in god and believes that things can only happen if heaven permits.

### **Conclusion**

Shakespeare deliberately renders a situation in which characters enjoy full freedom to explore things beyond their limit. The drama is designed to amuse and startle the readers through frequent exciting action. The reason behind all these sentimentality and melodrama is to keep the audience active all along. For Shakespeare always wants to get rid of boredom found in the plays written by his contemporary dramatists. He wants to get out of the standard dramatic style of Elizabethan times. And, he applies most of his efforts in creating that "Catharsis" among his audience. He does it all by repetitive sensational hammering of logic and arguments.

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