

ISSN 2072-3334

Development Compilation

Volume 09. Number 01. July 2013

THE CURRENT SCENARIO OF HUMAN RIGHTS VIOLATION AND POLITICAL PERSECUTION IN BANGLADESH : AN OBSERVATION ON THE PROPAGANDA OF OPPOSITION PARTIES

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Abstract : Bangladesh emerged as an independent country in the South Asia in 1971 after being separated from Pakistan. In 1971 it was a very poor country. This paper has narrated the past and current social and political situation in Bangladesh briefly with the help of data collected from newspapers and statements given by intellectuals and political leaders. Descriptive and analytical research methodology has been applied in this paper to narrate the situation.

Introduction

Bangladesh is a poor country in southern Asia. It locates southern side of India and above the Bay of Bengal. It is a very small country but it has large population, 150 million. It was a part of Pakistan and was separated as an independent country in 1971 through 9 months bloody liberation war. Thousands of people died in this liberation movement against the government of Pakistan. At that time, some political parties thought it would not be for the interest of Bangladeshi people to separate Bangladesh from Pakistan as India wanted to divide Pakistan into two parts to gain its own political and imperialistic policy. Therefore, more than 6 political parties including Bangladesh Jamaat-e-Islami (BJI or better known as Jamaat), Muslim League, Nejame Islami, Pro-China Communist Party etc. opposed the separation movement of Bangladesh from Pakistan. Besides, a few scholars and intellectuals who were not involved in political parties also opposed the separation of Bangladesh from Pakistan as they thought separating Bangladesh with the help of India might not be beneficial for the future of Bangladeshi people or in the name of Islam.

Bangladesh became an independent country on 16 December 1971 after the Pakistani army surrendered to the Chief of Indian military forces. After independence of Bangladesh, BJI supporters (around 100,000 at that time)

didn't accepted the independence of Bangladesh happily and worked against the development of Bangladesh and did everything which may go against the interest and independence of Bangladesh. It keeps relation with Pakistan government afterwards. It is alleged by the pro-independence force in Bangladesh for example Awami League (AL) that Jamaat was involved in war crimes during 1971. This is a historically proven fact. However, Jamaat leaders in different occasions for the last 39 years vehemently claimed that they opposed separation of Pakistan peacefully but they were never involved in any killing, rape or arson cases. Their claim is strengthened by the fact that until 2009 there was no murder, rape, looting or arson case had been filed against any Jamaat leaders and its supporters by any person in any police station in Bangladesh. In 2009 and 2010 some war crimes and murder cases have been filed in different police station by the people. The objective of this paper is to briefly narrate the hostile social and political cultural history of Bangladesh since 1971 and what is happening currently under the opposition leadership and political propaganda to achieve the political goal of the parties of present time. Descriptive and analytical research methodology has been applied in this research. Data has been collected from newspapers, journals and interviews of high profile scholars, politicians and intellectuals.

Nature of Contemporary Political Culture and Propaganda of Opposition Parties in Bangladesh

As stated earlier, Pakistan was formed from India in 1947 through long struggle and sacrifice of many people against the rule of English people. English people ruled Indian subcontinent for around two hundred years. First they came to India to do business in the name of 'East India Company' and later they occupied the political power of whole Indian subcontinent gradually. In 1947 Pakistan was formed being separated from India which was one country at that time. Pakistan had two parts: i) West Pakistan and ii) East Pakistan. East Pakistan is now known as Bangladesh and it became separated from Pakistan in 1971. The West Pakistan is now known as Pakistan. The West Pakistan ruled over whole Pakistan from 1947 to 1971 with a mixture of bad flavor. The mother tongue of West Pakistan was 'Urdu' and the mother tongue of East Pakistan was 'Bangla'. Pakistan government declared 'Urdu' as the state language of Pakistan but the people of East Pakistan did not accept it, because the majority people of Pakistan used to speak at that time 'Bangla' language. So, the Bangladeshi people (East Pakistan) demanded from the Pakistan government that the state language of Pakistan would be two languages: Urdu and Bangla, but the Pakistan government did not accept it.

Other problems were that there was discrimination in developing the country. There were more development in West Pakistan and less development in

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East Pakistan. The Worst situation happened in 1970 when in National Election AL got majority seats in the National Election of Pakistan. As a result, AL wanted to form the central government but the Pakistani army and the chief political leader of West Pakistan Zulfikar Ali Bhutto did not allow Sheikh Mujib (the leader of AL in East Pakistan) to form the central government of Pakistan. Hence, a serious impasse and chaos arose in the politics of Pakistan. These matters together with other matters led to the separation of Bangladesh from Pakistan. As stated earlier that Bangladesh Jamaat-e-Islami (Jamaat) opposed separation of Pakistan along with other five political parties. They opposed the separation of Bangladesh in a violent manner and they were involved in killing, rape and arson against the freedom fighters of Bangladesh or any people who wanted to separate Bangladesh from Pakistan. After separation of Bangladesh in 1971, AL formed the government in Bangladesh and made International War Crimes (Tribunal) Act 1973 to try identified war criminals from Pakistani soldiers who surrendered and were arrested. In 1973, Sheikh Mujibur Rahman, the first President of Bangladesh identified total 195 war criminals after investigation and they were Pakistani army officers and many Jamaat leaders or its supporters were among them (Abu Rawsab, 13 February 2010).

At that time Awami League (AL) government also arrested more than 100,000 people for the allegation of assisting Pakistani army to commit war crimes under the Bangladesh Collaborators (Special Tribunal Act) 1972. After investigation, charge sheets were submitted only against 2,848 people and criminal offence was proven against 1752 accused and they were punished for different terms of imprisonment. Jamaat leaders or its supporter's name was in the list of the guilty people (See, Abu Rawsab, 13 February 2010; RTNN, 23 March 2010; Daily Janakontha, 1 April 2010). So, it is a not settled issue in 1973 that Jamaat leaders were involved in war crimes or crimes against humanity and it is historically proven from the investigation and trial result in 1973. For this reason, probably AL takes initiative to try Jamaat leaders for war crimes.

The present AL government seriously arrested Jamaat leaders and its supporters. Not more than 10 Jamaat and Shibir leaders and their supporters had been arrested and detained under war crimes cases. But the party leaders create anarchy in the country. It is important to mention here that Jamaat is a so called democratic political party and it is widely known to the people of Bangladesh as a party which was against the independence. From the independence of Bangladesh, it is participating in all national and local elections and practice hostile politics in the country. That's why the people of Bangladesh are very angered with Jamaat and its supporters. It claimed In 1971 it had only 100,000 supporters and now it has 10,000,000 (ten million) supporters in Bangladesh. So, Jamaat started making conspiracy against AL

to destroy the party. For this reason last month (March 2010) the State Minister of Bangladesh openly asked the police department to eradicate Jamaat and its branch organization Shibir and stop the violent activities.. Such announcement by the Home Minister was welcome by the people of Bangladesh as it was published in the daily newspapers in the first week of March 2010 (Daily Prothom Alo, 3 March 2010; Daily Nayadiganto, 6 March 2010). The statement of the Home Minister proves the human nature of the Minister and the character of AL party as a whole. Awami League (AL) government has right to try war criminals even after 39 years. but the question is raised by different groups of intellectuals and people of Bangladesh that why they did not try the war criminals during 1972-1975 and 1996-2001 when they were in power? It is said that AL's main target is to hang top Jamaat leaders as openly declared by some of the Ministers of AL, but why they did not hang them during previous 9 years when they were in power and at that time it could be easier to gather evidence against them. After 39 years a lot of key evidence is lost and as stated by many legal scholars and diplomats that it would be very difficult even impossible for AL now to prove war crimes case after 39 years as adequate evidence would not be found to prove the case beyond reasonable doubt (See, Hossain, 16 May 2009; Daily Janakontha, 28 March 2010).

Jamat claimed that government is not allowing Jamaat leaders to go out of the country without any good reason. They are stopped at the airport and harassed and sent back home saying that you are not allowed to go abroad. Airport authority says, it is government's order, you can't go abroad. But AL government didn't give this type of order and thus not violating democratic and fundamental rights enshrined in the Constitution of Bangladesh that every citizen has right to travel outside the country if he is not involved in any criminal offence. AL didn't stop Jamaat leaders to go abroad unless they have good reason to stop them. AL government says Jamaat leaders were involved in war crimes 39 years ago, but government has no evidence to prove that and Jamaat leaders have been frequently denying the demand of AL government for the last 39 years saying that they did not commit any war crimes in 1971. Bangladesh is suffering from acute poverty and unemployment. Millions of poor people are starving everyday and suffering from mal-nutrition. The weather is very hot in Bangladesh from April to September every year (35°C to 40°C temperature) but every day 10-16 hours there were no electricity in the whole country since April 2010. So, people are suffering from severe hotness and industries in the country cannot produce goods for 10-16 hours every day for heavy load-shedding in the country. So, the GDP growth in the industry sector is seriously jeopardized. Millions of people in Dhaka city (the capital city) are not getting even minimum amount of water for the last two months (June and July) and the situation is continuing to be the worst. Similarly, the people of Bangladesh

are suffering from acute gas shortage. Jamat claimed that these are priority issues at present to put emphasis upon and AL government should solve these problems as soon as possible but it is indifferent on these crucial national issues. People of Bangladesh can only hear from their mouth joyfully that top Jamaat leaders will be hanged for war crimes.

Now let us see some recent reports on Bangladesh from daily newspapers and from the statements of renowned politicians and intellectuals related to human rights violation in Bangladesh. Bangladesh is losing its labour market in the world and the labour market is being occupied by Nepal and India in Muslim countries. This is a great loss for Bangladesh which has 50% unemployed people. Bangladesh was earning a lot of foreign money through their additional labour force working in different countries such as in Malaysia, in the Middle East etc. Jamat claimed the failure of AL government to preserve labour market in foreign countries will be very damaging for the economy of the country and it will increase the unemployment rate in the country. According to intellectuals of Bangladesh, this failure of AL government is due to its failure of diplomatic policy to keep good relation with other countries (Daily Sangram, 11 April, 2010).

The Law Minister after coming back from the US visit in the last week of March 2010 said we are not going to try the opponent party members for war crimes but for crimes against humanity. This is because the main war criminals of 195 Pakistani soldiers were given amnesty in 1973.

In February 2009, more than 60 top army officers have been killed in Pilkhana BDR headquarter. These army officers were highly trained and were extremely patriotic, the people of Bangladesh know about it. According to the investigation report of Bangladesh Army, Jamat and some vested interest group was directly involved in this killing of top army officers. The dead bodies of the beloved and patriotic army officers were thrown in the drains and the culprits were allowed to escape easily from the massacre place by some quarters. The wives of killed army officers were raped and molested by the rebel BDRs. More than 50 BDR members were killed in police custody in March 2010 involved in the army massacre.

Deputy Law Minister, Kamrul Islam on 10 April 2010 said AL government will take over control of Islami Bank and Ibni Sina Trust in Bangladesh, the reason is that they are controlled by opposition party Jamaat Islam and they are financing terrorist groups. Though these two organizations are public companies and they are complying with Bangladeshi laws including the Companies Act (Bangladesh) but they are involved in illegal activities. Some pro-Jamat intellectuals opine that the Law Deputy Minister's statement to take over the Islami Bank and Ibni Sina Trust amounts to terrorism, misuse of government power and acting against law (Daily Sangram, 11 April, 2010).

Jamat stated that AL government has been failed to provide adequate electricity, gas, water to the people; has been failed to control price hike of daily necessary things and the law and order situation has been very alarming. The people of Bangladesh are very displeased with AL government. AL government has brought down the war crimes trial issue after 39 years just to hide their failure to solve these important crises. This opinion has been expressed by the former Minister Dr. Khondoker Mosharraf Hossain (Daily Sangram, 11 April, 2010). Trial of war criminals after 39 years especially when the main 195 war criminals have been pardoned in 1973, is not an important issue at present crisis situation in Bangladesh now. This is the opinion of many scholars, politicians and intellectuals of Bangladesh (See, Barrister Jamiruddin, Daily Sangram, and 28 March 2010).

Another propaganda is that AL government is giving promotions in different positions to its own party people disregarding the senior and qualified officers in police and other departments. Benojir Ahmed has been promoted to DIG of police leaping 27 senior police officers who were above Mr. Benojir Ahmed in ranking. So, AL is politicizing the administration by appointing and giving promotion to AL hardcore supporters in police, army, ministries, judiciary and other administrative departments (Daily Sangram, 11 April, 2010).

On 7 April, 2010, the Secretary General of Jamaat and former Minister, Ali Ahsan Muhammad Mujahid had assembly with people in Satkhira. AL government did not allow him to go to Satkhira. He was stopped by police in Jero Point, Khulna; one of the police officers tried to break his car glass and tried to open his car door by force at 11:45 pm at night and told him to go back to Dhaka saying that it is the instruction of the government. He took shelter in Al-Faruk Society in Khulna to secure himself and other Jamaat leaders with him but at night around 2:00 AM, 50 to 60 Jubo League and Satro League workers attacked the Society with heavy rod and stick to kill Mr. Mujahid. Police refused to give any security to Mr. Mujahid and asked him to go back to Dhaka. As the situation was very risky for him, he decided to come back to his own house in Faridpur District to stay that night.

AL government also declared section 144 of the Criminal Procedure Code and cancelled the prior permission given to organize the assembly of Jamaat in Razzak Park at Satkhira where Mr. Mujahid supposed to address in front of thousands of people (Daily Sangram, 9 April 2010). This incidence is one of the hundred examples that AL government is violating democratic and fundamental rights of opposition parties to organize political assembly peacefully. This right has been guaranteed by the Constitution of Bangladesh. Attacking on the former Minister Mujahid by AL supporters on 7 April 2010 at night at 2:00 am in Khulna amounts to an attempt to murder by the government party members.

Another propaganda started by The President of National Communist Party (JSD) and the first independence flag lifter of Bangladesh, respected A.S.M. Abdur Rob has said that I have no evidence that Matiur Rahman Nijami (the Jamaat President), Secretary General of Jamaat, Ali Ahsan Muhammad Mujahid and Jamaat Vice-President, Delwar Hossain Saydi had committed any war crimes. These people are top leaders of Jamaat whom AL government wants to hang without any evidence of war crimes. A.S.M. Rob said that he wants trial of war crimes but it must not be for political gain and to oppress opposition parties. He also said that if wrong persons' names are included in the war crimes list, the consequence will be very dangerous (Daily Sangram, 9 April, 2010).

Recently a seminar was held by some U.S. citizens on 12 April, 2010 in York College auditorium of New York City in the U.S. against human rights violation in Bangladesh by the present AL regime. The speakers said that AL government has declared some names as war criminals whose ages were between 4-8 years in 1971; how could they fight against the freedom fighters in Bangladesh? So, labeling these young Jamaat leaders as war criminals is clearly ridiculous. According to speakers in the seminar, by declaring death penalty to some of the top Jamaat leaders before trial starts, is a non-sense decision or comment by some of the AL ministers and it amounts to serious violation of human and democratic rights of opposition political leaders of Bangladesh and it also amounts to criminal defamatory statement by the AL government ministers (News World, New York, 13 April, 2010). This type of propaganda unleashed by Jamaat. The speakers in this seminar stated that the International War Crimes (Tribunal) Act 1973 (the 1973 Act) has excluded the Constitution of Bangladesh, Evidence Act 1872 and Code of Criminal Procedure Code 1898. These procedural laws to protect human and legal rights of the accused have been made inapplicable in the trial process under section 23 of the 1973 Act. The intention of such exclusion of procedural safeguard of the accused persons is mala fide and revengeful. The intention of AL government is to pass death sentence for top Jamaat leaders (which is one of the largest political party in Bangladesh) without giving them any right to appeal against the decision of the Tribunal.

There is a unique propaganda about the International Crimes Tribunal that the 1973 Tribunal has been given power and jurisdiction equivalent to the High Court Division which is an exception in Bangladesh, because in Bangladesh when any Tribunal is formed it is ranked below the High Court Division, so that the guilty person can appeal to the High Court Division. Here, there is bad political motive of AL government that is to deprive the guilty persons in the Tribunal the fundamental constitutional right to appeal to the High Court Division. As the Evidence Act will not be applicable under section 23 of the 1973 Act, hearsay evidence and newspaper false allegation

can be taken into consideration to find the Jamaat leaders guilty of war crimes or crimes against humanity (Newsworld, New York, 13 April, 2010). Hence, the intention of AL government is to hang the top Jamaat leaders will be successful and it would be inhuman and total violation of human and democratic rights of the accused.

Jamat thought that AL government is heading to the wrong direction to revenge against opposition political parties especially Bangladesh Jamaat Islam. They are violating democratic and fundamental rights of opposition parties. The people of Bangladesh has given more than two-thirds majority seats to AL in the Parliament with the hope that it will undertake development projects to create new jobs to the unemployed people, to solve electricity, water and gas problem, to stop corruption and extortion of money by elite groups from businessmen, to give security of life of people by improving law and order situation in the country etc. But AL government is really making the people hopeless and disappointed. They are now heading to only one direction that is how to hang the top Jamaat leaders in the shortest time possible without any legal and valid grounds.

Moreover there is another propaganda against Awami League that AL as an oldest political party in Bangladesh who were involved in liberation movement of Bangladesh against Pakistan in 1971, always practices 'one country, one party policy'. So, AL does not practice democracy in the country even in the party. It never holds election for the position of the President of the party. Sheikh Hasina is the President of AL since 1975 after the assassination of his father Sheikh Mujibur Rahman, the first President of Bangladesh. They think that other political parties have no right to do politics in Bangladesh. That is why in 1975, the first President Sheikh Mujibur Rahman banned all the political parties in Bangladesh in an autocratic way and formed only one party called BAKSAL and asked all people to be its members and supporters. He cancelled the licenses of all daily newspapers except a few which were fully controlled by him. These newspapers never wrote anything against the President and his party. He formed Rakkhi Bahini (Security Force) and used this armed force to kill extra-judicially more than 3000 people just after independence of Bangladesh who were scholars, intellectuals, professionals, political leaders etc. because they opposed the 'one party autocratic rule' of President Sheikh Mujibur Rahman.

Conclusion

AL has come to power in January 2009 and it is treating with other political parties in a democratic way. It is to be noted that Sheikh Mujibur Raham was assassinated by a group of derailed Army personnel of Bangladesh. It is also important to mention that the present Prime Minister of AL Sheikh Hasina is the daughter of Sheikh Mujibur Rahman who was the first President of Bangladesh in 1973 after separation of Bangladesh from Pakistan. The present AL government is heading towards prosperity. The people of Bangladesh are now passing very tough time. Government so far is doing

effective work to solve these problems. Political analysts think that this government eager to develop the country and to solve its problem.

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ISSN 2072-3334

Development Compilation

Volume 09. Number 01. July 2013

PROBLEMS OF ENGLISH LANGUAGE TEACHING AND LEARNING AT ALIM LEVEL IN THE MADRASHAS OF BANGLADESH

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Abstract : The study explored the problems encountered by the Alim students (higher secondary), sketch a picture of teacher-student interaction and their linguistic behavior in the class, and evaluate the level of performance of students in the four basic skills of English language: listening, speaking, reading, and writing. The study suggests certain remedial measures to overcome the problems or hindrances lying in the process of teaching-learning activities. The investigation goes around some domains directly related to applied linguistics and ELT: textbook materials, syllabuses and curriculums, teaching methods and approaches, status of teachers, teaching aids and equipment, perception of needs of English, preference of learning strategies, testing and assessment, etc. The study reveals that the major problems in English language teaching and learning at the Alim level lie with the textbook materials, syllabus, uninteresting lessons, method of teaching, avoidance of practicing listening and speaking, poor quality of teachers, lack of physical facilities of the classroom, very poor quality teaching aids and equipment, etc.

Introduction

Language is one of the most wonderful gifts given by God to humanity. It is with the help of language that a human can be able to communicate, solve a number of his/her problems and make a lot of achievements in life.¹ If there had been no language, it would have been difficult for humankind to communicate his/her views to fellow human beings, there would have come no educational activity into existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing, and there would have been no books.² This is why, it is very essential for every human

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to learn and use a language. Language enables people to express their feelings, ideas, wishes, and so on. It is a tool through which the worldly knowledge is acquired and preserved.³ A particular language is one of the indicators of the cultural identity of a linguistic community as well as individual personality. However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote a number of years to learning a language.⁴ In this study some learners are able to learn more than one language if they make efforts. Language is a primarily human and non-human inborn method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols.⁵ Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings.⁶ Language is the medium through which, the child acquires the cultural, moral, religious and other values of society.⁷ Further, every language plays a crucial role in maintaining social relationship between and among the people of the same linguistic community and of the various cultures, customs and beliefs.⁸ The world does not speak Bangla and nor will they ever speak Bangla. Majority of the countries in the world speak English, and only English is used in business transaction, diplomatic talks, and settling other international issues.⁹ All foreign private companies come to Bangladesh and they offer job opportunities for poor earned Bangladeshis. If these regular Bangladeshis spoke English imagine how quickly they will develop. Bangla should stay as the cultural language and English should be promoted throughout which will attract foreign investments and allow Bangladeshis to self teach them.¹⁰ Most Bangladeshis wouldn't see the importance of English, but if they lived abroad then they will understand the tremendous benefits for Bangladesh.

Statement of the Problem

It is bitter to notice that even though various efforts have been made by the government and educationists for the improvement of the English language teaching and learning condition in the madrasahs during the last few decades in Bangladesh, a sorry state of affair still exists in the achievement of English linguistic competence of Alim students. It is really important to identify the problems that the students encounter in the process of learning English. It is also necessary to evaluate their level of performance in English. In the age of communicative approach, madrasah English teachers follow the Grammar Translation Method in teaching English. The teachers do not explain the text in English, the target language; rather, they prefer to stay in Bengali, the mother tongue. They show reluctance in practicing English language skills. Though the text book (English For Today, For Classes 11-12) is written with communicative thought and ideas, and the syllabus is designed with communicative language teaching contents and items, the language teachers are found unenthusiastic about the guideline of the book. The English teachers hardly speak English in the class. The present

researcher finds that majority teachers neither speak English in the class themselves nor encourage their students to speak English with the classmates. It is painfully observed that after long years of learning English, most of the learners cannot speak English with necessary fluency, correctness of grammar, and pronunciation. The present researcher finds that teachers talk more in the class and remain busy while students sit idle as inactive listeners. Problems are also found in the textbook items and contents. Students feel bore in the class and show disinterest in the lesson and the method of teaching. Sometimes, in the English language class students are taught textbook contents rather than practicing English language skills. For all these reasons, a large number of students fail in the English subject in Alim public examination, despite learning English as a foreign language for 12 years. At present, 30% of the total students in Bangladesh have been studying in the madrasahs. So, in respect of enrolment, the madrasah education system is the second biggest education provider in Bangladesh. In spite of huge enrolment in the madrasahs, no formal research study has been conducted in this field till present time. The disinterest in conducting study causes slow improvement of teaching - learning situation at all levels in the madrasahs, particularly at the Alim level. English language research in the madrasah education system is treated as a barren field of study. Language instruction has five important components: students, teachers, materials, teaching methods, and evaluation; therefore, research or investigation should be carried out on the bases of these components, and research questions should be raised from them.

Objectives of the Study

Objectives of the study are:

- 1) To identify the problems encountered by the students in the process of learning English,
- 2) To find out whether the English textbook material is fit and appropriate for the Alim students,
- 3) To investigate the teachers' motivation, teaching method and teaching competence,

Methodology

The present study has followed random sampling while selecting the respondents. In random sampling all populations have same chance to be selected in a study. Two types of samples are used for the present study: students, and teachers. For the present study, 100 Alim students have been randomly selected from 20 madrasahs both in urban and rural areas of Bagmara Upazilla under the district of Rajshahi in Bangladesh.

Curriculum of English in Alim Class

The objectives of the English textbooks in the madrasahs are designed in the world context.¹¹ English For Today, For Classes 11-12 claims that the

textbook is written in communicative view of learning. The preface to the book *English For Today, For Classes 11-12* claims that this new English textbook has been developed for classes 11 & 12 by English Language Teaching Improvement Project (ELTIP) jointly funded by the Government of Bangladesh and DFID of the UK Government, a team of writer stationed in the UK under ELTIP has written the book over a period of one and a half years.¹² The whole process of writing, trialing, and evaluation the manuscript was carried out by national and expatriate consultants of ELTIP in cooperation with NCTB. *English For Today* books from class 6 to onwards – the principle of learning a language be actually practicing it. This practice is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning.¹³ As the focus is on the communicative functions of language, the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. The book is divided into units. Each unit based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable student to practice the different skills, sometimes individually and sometimes in pairs or groups.¹⁴ Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities. The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorized in isolation, the book has integrated grammar items into the lesson activities allowing grammar to assume a more meaningful role in the learning of English.¹⁵ Thus students develop their language skills by practicing language activities and not merely by knowing the rules of the language. As mentioned in the preface to the book, the textbook follows the communicative approach to the teaching and learning of English in Bangladesh context. The book provides learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities.¹⁶ Learners can practice language skills using these materials. They can actively participate in pairs or group or individual work. The book includes a wide range of topics from both national and global contexts. A unit on population education has been appended to the book to raise awareness about the adverse effects of overpopulation on the socio-economic conditions of the country. It is expected that the new textbook will be an effective resource for the learning of English at this level. It is hoped that the topics are appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar elements are also integrated with language skills so that learners can transfer the elements in the real life situations. This opposes the memorization of discrete grammar items.

The objectives of the textbook are to;

1. Introduce effective communicative language teaching techniques,
2. Arrange adequate practice in four basic language skills: listening, speaking, reading and writing,
3. Integrate grammatical elements with language skills so as to make the grammar genuinely functional and communicative,
4. Adapt the existing topics so as to make them both more interesting and acceptable, create more opportunities for interaction (between teachers and students. And among students themselves),
5. Introduce and integrated *æ*work book *æ*element in order to develop writing skills at an appropriate pace, and
6. Suggest a clear teaching methodology within the framework of actual lessons, It is expected that the present textbook will meet the actual needs of the students and the teachers, and eventually, it will accelerate effective communicative teaching and learning of English language at the Alim level in the madrasahs in Bangladesh.

Marks Distribution in the Alim Examination

The six broad items are included in the Alim public examination. The items and the marks allocated for each item are shown at the right hand margin.

a) Seen Comprehension:	25
i) Objective questions:	15
ii) More free questions:	10
b) Unseen comprehension:	25
i) Objective questions:	15
ii) More free questions:	10
c) Vocabulary:	10
iii) Cloze test with clues:	5
iv) Cloze test without clues:	5
c) Grammar:	10
i) Cloze test with clues:	5
ii) Cloze test without clues:	5
d) Writing:	10
i) Guided:	10
ii) More free:	10
e) Population Education (Unit 24):	10
Total marks:	100

Evaluation of Textbook

Language instruction has five important components: students, a teacher, materials, teaching methods, and evaluation. Materials should teach students to learn, they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.¹⁷ There have identifies three main reasons for using textbook. Firstly, developing classroom materials is an extremely difficult, arduous process for teachers. Secondly, teachers have limited time in which to develop new materials. Thirdly, external pressures restrict many teachers with various dimensions and they cannot prepare class room materials for their own.¹⁸ Textbooks provide the objectives of language learning; they function as a lesson plan and working agenda for teachers and learners. The EFL materials currently taught at Alim class requires a deeper and more exclusive analysis and scrutiny. Hutchinson and Water suggest that contents of English textbooks should be useful, meaningful and interesting for students. Difficulty of materials, as a general rule, should be slightly higher in their level of difficulty than the students' current level of English proficiency. Instructional issues of English textbooks should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity.

Status of the English Language Teachers

It is taken as granted that teachers are the builders of nations. They are makers of the leaders and the significant figures in the society. They should be competent enough to handle the students' conduct as well as to teach his/her students in the effective way of learning. Educational fitness, good teaching methods and approaches, experience, and training are the preconditions to be a successful language teacher. A much longer list of characteristics valued by learners; examples cited were friendly, gave good notes, played games, told jokes, did not push weak learners and was more like a comedian.¹⁹ The desirable characteristics of the effective language teacher as perceived by foreign language teachers and students in Israel.²⁰ The following five characteristics emerged overall as those felt to be most desirable by the participants in this study:

- Knowledge and command of the target language;
- Ability to organize, explain and clarify, as well as to arouse and sustain interest and motivation among students;
- Fairness to students by showing neither favoritism nor prejudice;
- Availability to students.

Findings of the Study

The present study unveils some lapses and mismatches between the expectations and the existing conditions of English language teaching -

learning at the Alim level. During the study considerable correlations as well as contradictions are observed between the students and the teachers on different issues on teaching – learning. The findings of the study are presented below:

1. The present study finds that the existing syllabus of Alim class is not highly relevant to learning English language. Rather, it is a little relevant. There is a strong correlation between the teachers and the students on evaluation of syllabus.
2. Both groups of the respondents suggest that the lessons and tasks are not very enjoyable
3. The current study reveals that the students are very weak in listening and speaking, because the practice of the two important skills is neglected or avoided by the teachers in the class.
4. Majority of the students and the teachers suggest that the syllabus is examination oriented rather than achieving communicative competence.
5. The students prefer learning individually and in some cases in pairs, and dislike learning in a large group. The teachers are also aware of the students' preferences in learning English.
6. The students blame that their prescribed textbook is a little helpful in learning English language.
7. The highest numbers of students consider the lessons very difficult; while the highest number of teachers contradict with students and comment that the lessons are not at all difficult.
8. The present study finds that both the teachers and the students are with the opinion that their lessons are a little relevant to their day to day activities.
9. The investigation finds that the teachers remain active, busy and talk more in the class, while the students remain in the class as the inactive listeners. This situation directly contradicts the communicative views of teaching and learning.
10. The present study finds that the syllabus is examination oriented, and there adding comprehension and writing skills are tested in the examination, on the other hand the two important skills: listening and speaking are untouched.
11. The students blame their English teachers that they do not encourage them enough to speak English with the classmates, but the teachers strongly contradict with the students and claim that they encourage their student's very much.

12. It is found that the teachers are more or less friendly and sympathetic to their students.
13. The current study reveals that the maximum teachers follow the text book in the class all the time.
14. The study finds that the most of the English teachers do not speak English frequently in the class.
15. Most of the students disclose that their teachers do not give them extra time after class hour, though the teachers claim that they give enough time to their students after class hours.
16. It is found that the teachers use only the black board as the teaching aids and equipment in the class. Modern technologies such as; overhead projector, slides, video and audio tape recorders, computers, multimedia are totally absent in the class activities.
17. The present study reveals that the students mind if they are corrected by other students in the class. Students feel humiliated to be corrected by their class mate or by someone similar to their position.
18. Most of the students do not mind if they are asked to correct their works by themselves.

Conclusion

The present study entitled "Problems of English Language Teaching and learning at Alim Level in the Madrasahs in Bangladesh" has achieved its objectives. The study has identified some problems that the Alim students usually face while learning English as a foreign language. The study has also discovered the teachers' attitudes, behavior, interaction with the students, teaching techniques, etc. Here, in this study, the present researcher has summed up the whole study in a brief manner and places some recommendations to overcome the situations, enhance the quality of teaching-learning English language at the Alim level in the madrasahs in Bangladesh.

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INTEGRATED FARMING SYSTEM : BANGLADESH PERSPECTIVE

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Abstract : Farmers of Bangladesh generally practice subsistence farming. There is a need to develop suitable integrated farming systems for such farmers. This paper explored the experience and feasibility of the integrated farming system in Bangladesh. A literature review type method is used for this research. Various materials like empirical papers, documents, progress reports and PhD thesis related to the topic were used in preparing the paper. Status of integrated farming system in Bangladesh is reviewed and several forms of integration are traced here. It is also found that the integrated farming is both technically and economically viable in Bangladesh. Though integrated farming system can solve most of the existing economic and ecological problems but it is not widespread in Bangladesh. Extensive efforts should be made to transfer this technology to farmers.

Key Words: Integrated farming, Integration, Agriculture, Bangladesh

Introduction

Agricultural sector is one of the most important sectors for Bangladesh. It has always been given more importance to crop sub-sector for the development of agriculture. The non-crop sub-sectors like livestock and fishery are not given the same importance. The development of crop-livestock-poultry-fishery all together could be a timely solution for overall agricultural development. These days in the name of food security and poverty eradication these non-crop sub-sectors are getting importance individually through different government programs. But we can see that crop and non-crop sub-sectors are related with each other. With the principle of integration these different components of farm system can be tied together and operated as one farm. This is the Integrated Farming (IF) and this could be one way to utilize the available farm resources optimally.

Research exploring the experience and feasibility of the integrated farming system has not been undertaken in Bangladesh before. To some extent

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