

ISSN : 2664-3464



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

Volume IV

Number 1

2017-2018

CJBOU

Central Journal of
Bangladesh Open University

Central Journal of Bangladesh Open University (CJBOU) is published once a year by the Bangladesh Open University, Gazipur-1705, Bangladesh. Recently, the title of the journal has been changed from Bangladesh Open University Journal to Central Journal of Bangladesh Open University.



E D I T O R I A L B O A R D

Professor Dr. Khondoker Mokaddem Hossain

Chief Editor

Pro-Vice Chancellor, Bangladesh Open University, Gazipur-1705.

Professor Dr. Shoaib Gibran

Associate Editor

Professor (Bangla), School of Education

Bangladesh Open University, Gazipur-1705.

Dr. Md. Shafiqul Alam

Member

Registrar, Bangladesh Open University, Gazipur-1705.

Professor Sufia Begum

Member

Dean, School of Education

Bangladesh Open University, Gazipur-1705.

Professor Dr. Md. Farid Hossain

Member

Dean, School of Agriculture and Rural Development

Bangladesh Open University, Gazipur-1705.

Professor Sabina Yeasmin

Member

Dean, Open School

Bangladesh Open University, Gazipur-1705

Professor Dr. Zahangir Alam

Member

Dean, School of Social Sciences, Humanities and Languages

Bangladesh Open University, Gazipur-1705.

Professor Mostafa Azad Kamal

Member

Dean, School of Business

Bangladesh Open University, Gazipur-1705.

Professor Dr. Sharkar Md. Numan

Member

*Dean, School of Science and Technology
Bangladesh Open University, Gazipur-1705*

Ms. Ridita Tasmin

Member

*Assistant Professor (English), Open School
Bangladesh Open University, Gazipur-1705*

Mr. Md. Zakir Hossain Talukder

Member

*Assistant Professor (English), School of Social Sciences, Humanities and Languages
Bangladesh Open University, Gazipur-1705.*

Mr. Abu Nasar Md. Tofail Hossain

Member

*Assistant Professor (English), School of Education
Bangladesh Open University, Gazipur-1705.*

Ms. Nazneen Akhter

Member-Secretary

*Deputy Director (Council), Administration Division
Bangladesh Open University, Gazipur-1705.*

Copy right: Bangladesh Open University

Published by: Bangladesh Open University

Published: June 2019

Cover design: Md. Monirul Islam, Assistant Director, PPD, BOU

Page Layout and Graphics: Abdul Malek, Administrative Officer, PPD, BOU

Composed by: Khondker Shabiha Akhter, Administrative Officer, Training & Research Section,
BOU

Printed by:

Price (per issue): Tk. 400.00 (Bangladesh), US\$ 5.00 (International)

The Editors and Members of the Editorial Board are not responsible for the statements made and opinion expressed.

Chief Editor's Note

The Central Journal of Bangladesh Open University (BOU) is one of the academic journals of Open and Distance Learning published in Bangladesh. One of the goals of the journal is to provide opportunities to the scholars in Bangladesh and worldwide with scientific papers on recent developments on ODL, OER, E-learning, MOOC and Moodle-supported open and distance educational knowledge based on empirical survey and desk-research. The journal is multi-disciplinary in nature. We want to bring the open and distance education of Bangladesh closer to the international environment and make open and distance educational resources more accessible to scholars worldwide.

One of our editorial policies is to ensure quality journal papers. We are proud to have eminent scholars in our Editorial Board with professional background of different disciplines.

We are very flexible in our editorial policies. We welcome articles from the scholars of different countries. We want to make our journal a platform of international comparative discussions on open and distance learning regardless of nationality, ethnicity and minority. Our scope is not limited to only open and distance education but is open to other disciplines too.

In the current journal issue, we present a diverse selection of stimulating articles from different scholars and researchers.

We regret to inform our readers that the publication of this issue has been delayed due to unavoidable circumstances.

As always, we would like to thank all the members of our editorial board, concerned faculties, reviewers, our secretariat, associates, designer, composer and publishers who have contributed relentlessly in publishing the volume-IV of Central Journal of BOU. Their guidance and support made our journey smooth and possible, and we are deeply indebted to all of them for their valuable time and efforts.

Professor Dr. Khondoker Mokaddem Hossain

Chief Editor

Central Journal of Bangladesh Open University

Gazipur -1705, Bangladesh

Email: mokaddem@bou.edu.bd
mokaddemdu@yahoo.com

C O N T E N T S

1	M. A. Hamid , Livestock production systems and their distribution pattern in Bangladesh: A review	01-11
2	Farzana Alam , Group work at undergraduate level English classes to improve speaking skill: A Case Study of Tongi Govt. College	13-26
3	M. A. Haque , Yield and its Attributes of Near-isogenic lines of Durum Wheat with Tall and Semi-dwarf Genetic Backgrounds	27-32
4	Md. Mamin Ullah , Gender Inequality in Employment in a Global Context: An Analysis with Special Reference to Bangladesh	33-49
5	Md. Abdus Sattar & Md. Jahid Hasan , Information Communication Technology and Social Change: A study on the Cybercafé Users in Mymensingh Town	51-59
6	Md. Kabirul Hasan , Exploring the Impact of Cultural Globalization on the Changing Social Values of Young Generation: A Study on Noagoan Village, Gazipur District	61-76
7	Md. Mayenul Islam , Human Resource Management (HRM) Practices in National NGO's of Bangladesh: Problems and Suggestions	77-91
8	Sabina Yeasmin , Inclusive Education through Open and Distance Learning: Strategy for Empowering Soldiers in Bangladesh Army	93-101
9	মো: আবদুর রহমান এবং মো: সাইমন সরকার , কৃষিতে নারীর সম্পৃক্ততা: পরিবর্তনশীল গ্রামীণ অর্থনীতি।	103-112



Livestock production systems and their distribution pattern in Bangladesh: A review

M. A. Hamid¹

School of Agriculture and Rural Development, Bangladesh Open University

ABSTRACT

The present study attempts to examine the scenario of production systems and distribution pattern of livestock in Bangladesh. In Bangladesh, the present milk, meat and egg production can meet only 50.23%, 87.23% and 63.65% of the national demand. The demand for milk, meat, egg and their products have been expanding dramatically with income growth, population growth, urbanization and dietary changes. Now it is emerging to increase the medium and high input production systems to meet the increasing demand. Presently, the number of cross bred cattle has been expanding to improve milk and meat production at both small holder and commercial level. In case of poultry, the commercial farming system has got higher growth than native chicken which is still raised under low input system. This review has tried to unearth the present scenario of livestock production systems, the distribution pattern of production systems and also the strategies for development of livestock sector in Bangladesh.

Keywords: Farming systems, livestock, poultry

INTRODUCTION

Livestock, the animals kept specially on a farm, for economic benefits. Livestock production involves both ruminants and non-ruminants and a variety of systems integrated with crops (Devendra 1993). Livestock and crop production in Bangladesh are interdependent in the mixed farming systems. They are hugely important to the direct economic output of milk, meat, egg and hides and the indirect benefits of draught power (transportation, land cultivation etc.) and manure for fuel and fertilizer (Saadullah 2001). Livestock also provide a critical cash reserve and steady cash income for many marginal farmers who grow crops essentially on a subsistence basis. In Bangladesh, the crop and livestock are the two major agricultural enterprises, which are so inextricably interrelated that the output of one becomes the input of the other (Islam 2005). The interaction and interdependence of crop and livestock in the farming systems are well understood; i) use of animal power as draft for crop production, transport, hauling and threshing. Crops produce straw, bran, residues and other by-products which, in turn, are utilized by livestock and poultry. ii) use of animal manure to improve soil fertility and household fuel.

Statistics shows that, the contribution of livestock and poultry in national GDP is about 1.66%, in agricultural GDP is about 14.21% and its annual rate of growth is 3.21% (DLS 2016). About 20% of direct employment and 50% of partial employment are associated with raising livestock and poultry. Draught power for tilling the land, the use of cowdung as manure and fuel, and animal power for transportation make up a significant portion of the GDP. In addition, hides and skins,

¹ Corresponding author: Email: hamidethu@yahoo.com

bones, offals, feathers, etc, help in earning foreign exchange. Livestock resources also play an important role in the sustenance of landless people.

In Bangladesh, about 80 to 85 % of the households keep livestock in the rural areas and most of landless, marginal and small farmers keep indigenous livestock (Hossain *et al.* 2004). Livestock population is currently estimated to comprise 23.785 million cattle, 1.471 million buffalo, 25.766 million goat, 3.335 million sheep, 268.393 million chicken and 52.24 million duck (DLS 2016). The density of livestock population per acre of cultivable land is 9.27. This density has been increasing every year in the country. The country has a relative density of livestock population well above the averages for many other countries of the world. In spite of a high density of livestock population, the country suffers from an acute shortage of livestock products like milk, meat and eggs. The shortage accounts for milk, meat and eggs were 49.77%, 12.77% and 36.35%, respectively (Hamid *et al.* 2016a, DLS 2016; Hamid *et al.* 2017). The annual growth rates of these products have significantly increased in recent years. However, if the country desire to meet the increasing demand from domestic production, she needs to increase the medium and high input production systems. For that reason, it is also required a higher investment in the livestock sub-sector of the country.

Cattle are by far the most important farm animals and are kept primarily by small farmers. There are about 9.0 million cows that are either used for milking or remain dry (DLS 2016). They are mainly owned by marginal smallholders. In Bangladesh, about 83.9% of total households own livestock (animals or poultry or both). About 45.9% households possess bovine stock, and 76.3% possess poultry (DLS 2016). On average a rural household has 2.6 cattle/buffalo, one goat/sheep and 7.5 chickens (DLS 2016). They have relatively low yields, short lactation period and long calving intervals. Cows are traditionally multi-purpose, but are increasingly being kept solely for their milk. Presently, the use of crossbreeds from different breeds such as Holstein, Friesian, Holstein-Friesian, Sahiwal, Jersey, Sindhi etc. has been expanding to improve milk production at both the smallholder level and commercial dairy farms throughout the country. Goats are also plentiful but do not contribute significantly to milk production in the country.

In the southern region of Bangladesh, the average proportion of all farm households kept cattle, buffalo, goat, poultry or any combination of these (Hossen *et al.* 2008). Farmers seem to desire keeping assorted livestock rather than a herd or flock of single species. The commonest grouping of all categories was cattle and poultry, followed by buffalo and poultry. On an average, all farm categories reared 6.7, 2.1 and 12.9% crossbred in case of cattle, chicken and duck, respectively. The buffaloes were moderate in number. They revealed that the average number per farm for small, medium and large farm categories were 2.17, 3.58 and 3.62 for cattle; 1.13, 1.11 and 1.83 for buffalo; 1.06, 0.7 and 1.53 for goat, 11.3, 11.7 and 10.2 for chicken; 5.54, 4.41 and 6.81 for duck and 2.02, 1.65 and 4.06 for pigeon, respectively. Every household has kept about 6-12 chicken. Duck and chicken were maintained in all farm categories and number of duck is higher than that of chicken.

Development of livestock resources necessarily encompass animal health care and welfare, veterinary extension services, quality production inputs, cooperation between private and public sectors and effective rearing to keep pace with expansion of entrepreneurship related to concerned industries. Other vital aspects to the development of livestock resources include improvement of livestock through genetic up-gradation, artificial insemination, embryo transfer technology etc.

Although livestock play an important role to the national economy, the role of livestock in food security is highly undervalued and part of the mixed farming system, the production system of livestock and poultry is still unknown to the country people. The purpose of the present study was to examine the present scenario of livestock production systems, the distribution pattern of production systems and also the strategies for development of livestock sector of Bangladesh.

PRODUCTION SYSTEMS OF DIFFERENT FARM ANIMALS AND POULTRY IN BANGLADESH

The farm animals in Bangladesh mostly include cattle, buffalo, goat and sheep and the most important species of poultry is chicken and duck. Most of the farm animals are still reared under traditional production system except some commercial dairy and beef fattening farms have developed (DLS 2015). The development of commercial poultry production system has based on imported germplasm, feed and medicines (Hamid *et al.* 2017). The production systems of different farm animals and poultry are as follows-

CATTLE PRODUCTION

Cattle is one of the most desired livestock species in the subsistence agriculture of Bangladesh. They provide almost all the market milk (about 95%) of the country (DLS 2016). About 5.786 million MT of cow milk is produced annually (Hamid *et al.* 2016b). The country produces about 1.751 million MT of beef annually, the most popular type of meat. Cattle and buffalo provide 65% of the total draught power of the country at present. Landless and small farmers hold about 62.6% of the total large ruminants and used as sources of income and nutrition, and considered as a resource for employment and poverty alleviation (DLS 2014). Beef fattening, dairying and heifer rearing are the production systems for exploration of cattle germplasm in the country. About 6.0 million cattle slaughtered annually and used as sources of beef and leather (DLS 2016). There are about 9.0 million cows that are either used for milking or remain dry (DLS 2016). The dairy production system, as described below, is classified into Rural, Smallholder and Pocket dairies. The rural production system, being supported with low inputs, is still considered to be the major source of milk and meat.

DAIRY PRODUCTION

Rural dairy: About 68% of village families keep cattle traditionally. A family on an average produce 8.3 litres of milk in a week and average production of cow was found as 0.8 litres per day (Huque *et al.* 2004). This is marketed in the rural area. The price of milk is relatively low and considered as one of the major hindrances for increasing milk production in the country.

Smallholder dairy: This type of dairy is developed based on higher milk prices in urban and semi-urban areas and most of them have crossbred cows. Khan *et al.* (2010) conducted a study on management and production system of small scale dairy farm in selective rural areas of Bangladesh and observed that the percentages of milch indigenous and crossbred cows were 14.6 and 83.4, respectively. They also found that the average numbers of cows in the farms were 1.89 and 11.1 for indigenous and crossbred, respectively. They also observed about 7% farm has 0-3 cows; 30% farm has 4-8 cows; 47% farm has 9-15 cows; 13% farm has 16-30 cows and 3% farm has more than 30 cows. They found that the highest milk production from crossbred and indigenous cows were 10.4 and 2.40 litres/day, respectively and lowest milk production from crossbred and indigenous cows were 2.29 and 0.72 litres/day, respectively. Milk yield per lactation for crossbred and indigenous were 1210 and 358 litres, respectively. The difference in milk production between crossbred and indigenous cows was highly significant ($P < 0.01$). Huque (2011) conducted a study on performance profile of dairying in Bangladesh and found that average number of cows per household varied from 1.75 to 2.47. Khan (1996) conducted a study in different districts and found that out of 100 farms 45 farms had 4-8 cows and only two farms had above 30 cows.

Pocket dairy: Certain potential areas in the country support higher milk production due to its typical nature in the agricultural production systems. The cattle germplasm of that area is developed and used to be supplied with good quality forages at least in certain periods of a year. Baghabari milk shed area under Sirajgonj district is one of the best milk pocket areas in the country. The other areas are Munshiganj, Tangail, Manikganj, Rangpur, Pabna, Bhairab, Raipur, Natore, Ishordi and Jessore. Hamid and Hossain (2014) stated that, Milk Vita (Bangladesh milk producers' cooperative union Ltd.), the only cooperative dairy organization under the Ministry of Local Govt. has started dairy business based on genetic improvement of dairy cattle through AI

services of their cooperative farmers in 1972. In addition to semen, BMPCUL has periodically imported Shahiwal bulls from Pakistan (1991) and four Friesian and three Jerseys bulls from Australia (2002). Initially, BMPCUL started to produce and use liquid semen, later they shifted towards producing frozen semen. The BMPCUL started artificial insemination services to their cooperative farmers within limited areas (Hamid and Hossain 2014). They do not sell semen outside their farmers. In 2012-13, they produced 91,000 doses frozen semen and inseminated 1,00,000 cows (including previous frozen semen stock) (Hamid and Hossain 2014). There are also other private and cooperative enterprises and NGO's like BRAC dairy (Aarong), Pran dairy, Amo milk, Bikrompur dairy, Ultra Shelaide dairy, Aftab dairy, Tulip dairy, Grameen/CLDDP, Rangpur dairy, Akij dairy, Savar dairy, Safa dairy and Tulip dairy are working for development of dairy industry since long following the government initiated breeding policy. Government also encourages the private sectors and entrepreneurs to take part in the development process of dairy sector of the country.

MEAT PRODUCTION

Rearing ruminant animals as sources of meat is subsistence and smallholder in nature. The live animals are transferred from local markets to local butchers for slaughtering to market meat without any control of its quality and price or grading. A huge number of cattle and goat are sacrificed in Eid-ul-Azha, which are reared with more care as the Muslims use to collect the best and healthy animals for sacrificing. Presently, there are 4.520 MMT meat produced in the country (DLS 2015). There are huge number of animals are sold every year in Dhaka city only during the festival time. Moreover, cattle fattening package developed by some research institutes and private organizations helped to produce quality beef, recently which is available in the country. In 2006 Bengal Meat, a Meat Processing Industry was established at Pabna which produce and export world class meat. They produces fresh beef cut, marinated beef cut, wide range of mutton cut, lamb cut, raw chicken meat, delicious protein snacks etc. Deshi Meat is another largest meat processing, marketing and exporting company in Bangladesh established by the famous agro business company Northern Hatcheries Ltd. It has international standard biggest automated manufacturing plant of production capacity 45 tons per 8 hour shift. Deshi Meat offers a wide variety of fresh, marinated and frozen meat and meat products.

BUFFALO PRODUCTION

Buffaloes, more precisely domestic water buffaloes are valuable animal genetic resource of Bangladesh. There are 1.471 million heads of water buffalo in Bangladesh (DLS 2016). They are found throughout the country but are concentrated in particular agro-ecological zones e.g. sugar cane belt located in the western and central part of the country, in the sandy islands of river Brahmaputra and Jamuna of central part, in the marshy land of the eastern part and in the coastal area of the country. The average number of buffalo per household is 2.67 (Faruque 2000). The number of water buffalo per household is the lowest in the sugar belt i.e. 2.0 per household and the highest in the coastal area i.e. 250.0 per household (Faruque 2000). Natural mating is a normal practice for breeding the animal. Buffalo milk is used mainly for making yogurt and soft cheese. They are still preferred as draught animals in the muddy field and pulling cart. Single animal ploughing with water buffaloes is practiced only in the Sylhet district.

Buffaloes in Bangladesh are reared under semi-intensive or extensive system. In semi-intensive system, water buffaloes are allowed to graze green grasses on fallow land or roadsides after morning milking. They are driven back to home in the evening and allowed to feed rice straw, if available, with or without any concentrate supplements. The animals are kept in open air at homestead areas. They are not usually vaccinated but dewormed against *ascaris*. The semi-intensive management system is practiced all over the country except the lower part of coastal area where water buffaloes are reared in extensive system, especially, in Bathans, a fallow land covered with green grasses. Buffalo raising in bathans is also practiced in the central part of the country throughout the year but in the western part it remains only for the dry season. Hundreds of water buffaloes belong to different farmers in a particular locality are allowed to graze in a bathan

of 2.0 to 5.0 square km area covered with natural pasture. The animals in a bathan are not housed and are managed by paid cowboys under the supervision of an adult person known as Karbari. The animals are often infected with contagious diseases and in most cases are treated by non registered local practitioners.

Faruque (2000) reported that the average birth weight of water buffaloes of Bangladesh is 25.4 ± 2.75 kg and vary from 15.0 to 36.0 kg and the rate of daily live weight gain of growing buffaloes ranges from 300.0 to 450.0 g. Heifers attain at puberty within 48 months and calving interval is reported to be more than a year. Milk cows produce 1.0 to 10.0 litres of milk daily with total lactation yield ranging from 278.0 to 776.0 litres in a lactation period of 270 to 274 days. August to October is the peak calving season of buffalo in Bangladesh. Nevertheless, better management and nutrition may help to increase productivity of buffaloes.

The water buffaloes of the western and central parts or the eastern part are used for draught purpose. But those found in the sandy island of Jamuna and Bramhaputra rivers of the western and central parts are used for dairy purpose. The water buffaloes found in the upper part of coastal area in the south are used for draught purpose but those of the lower part of the coastal area are used for dairy purpose

Culled buffaloes are used as sources of buffen both in the rural and urban areas. Buffalo hides are processed and marketed and dung is used as fuel or manure.

Data on gender issues involved in buffalo keeping are not available but males compared to females are more involved in buffalo than cattle production. BBS (1999) reported that only 2.03% of the total labour holdings was female.

GOAT PRODUCTION

Goat occupies an important place as an animal genetic resource in the agro-based economy of the country having greater importance, particularly, in subsistence agricultural operation. The goat population of Bangladesh is 25.766 million (DLS 2016). Goats are used for meat and milk. The native breed Black Bengal has some reputed features: early sexual maturity, high prolificacy, adaptability to hot and humid environment and yields superior quality skin and meat (Chowdhury *et al.* 2002). is reputed for its high prolificacy, quality skin and tasty meat. Black Bengal goat is reared by rural peoples under semi-intensive or extensive production system. About 52.4% of the total goats are kept by landless and small farmers and the rest 47.67% is kept by the medium and large farmers (DLS 2015). However, some commercial goat farms have already been established during the period of the last 2 years as government has put forward a strong national policy to alleviate poverty of the landless and marginal farmers through goat rearing. Investing low capital and utilizing easily available feedstuffs, goat rearing may be potential for poverty alleviation in Bangladesh. Black Bengal goat is more or less evenly distributed throughout the country. But concentration is relatively higher in the north-western areas of Bangladesh and it belongs to the high gangas river flood plain agro-ecological zone. Jamunapari, another bigger size goat breed is popularly known as Ram Chhagal. They are found in a limited scale in urban and peri-urban areas of Bangladesh in the form of pure or Jamunapari x Black Bengal cross with varying degrees of inheritance. They are reared both in intensive and semi intensive management system. However, the population size of Jamunapari is not so large (about 6-7 %) in the country

In addition, some Missionary's have few small flocks of goat in the country and they maintain exotic breeds such as Beetal and Jamunapari in a limited scale aiming at producing bucks for distribution among the landless and marginal farmers as a part of their poverty alleviation programme in Bangladesh. Their target is to produce crossbred kids with improved production potentials (particularly, milk) to meet the demands of landless and marginal farmers.

SHEEP PRODUCTION

A total of 3.335 million sheep (DLS 2016) are available in the country. Small and landless farmers rear about 37.5%, medium farmers 40.0% and large farmers 22.3%. (DLS 2015). Sheep in Bangladesh are mostly indigenous type and is called Bangla sheep. They are small with an

average adult weight of 25.0 kg for ram and 17.0 kg for ewe. Bangla sheep are sparsely distributed throughout the country but a higher concentration of sheep is found in the coastal region of Noakhali and Cox's Bazar, and in the enlarged many Charlands. However, the river basins of the greater Rajshahi and Tangail districts have also a higher concentrations of sheep, where farmers maintain larger commercial (meat) flocks. Garole, another indigenous sheep of Bangladesh are found in Sundarban area in the southern part of the country. They are reputed for multiple births (Sharma *et al.* 1999). In both the regions sheep are reared in extensive system without any input supports. Most of the sheep under extensive system is belong to large farmers. However, farmers of other areas of the country use to keep a few sheep with their cattle herd.

Observation on husbandry practices and biological adaptability of sheep suggests that less problems are associated with sheep management, nutrition and health than that with goats (Faylon 1990).

CHICKEN PRODUCTION

Commercial chicken production of the country last two decades developed at a faster rate than that of other poultry species. On the other hand, the production system of native chicken did not changed very much. Most of the native chicken is still raised under low input system and their productivity still remains low. The chicken production system of the country may be described as follows:

Family chicken production: About 89% of the rural households keep poultry with an average of 6.8 birds per holding. A good number of women are involved in poultry rearing in the rural areas with or without landholdings.

Semi-scavenging chicken production: This system is developed in collaboration with the Department of Livestock Services and NGOs, and considered to be a viable income-generating system for the distressed and poor women and unemployed youth in the rural areas. The exotic pure breeds and their crosses are used in the system supporting with supplementary feeding, rearing techniques and health care. It contributes in poverty alleviation, employment opportunity and income generation in rural Bangladesh.

Commercial chicken production: Commercial farming system is developed in the private sector and mainly based on imported germplasm. Commercial hatcheries are developed mostly based on parent stocks and are produced and marketed commercial broiler and layer day-old hybrid chicks to a range of small to large farmers. The commercial farming system has got comparatively higher annual growth than scavenging system. The present status of poultry industry in Bangladesh is mentioned in Table 1. The local hatcheries are produces day-old layer and broiler chicks which meet the market demand. The growth of commercial poultry industry in Bangladesh is presented in Table 2.

Contract farming system is an important system for rapid growth of poultry industry. Contract poultry farming may be of two types for broiler production: a) contract to buy at a guaranteed price and b) contract to raise for the company on either per head or per kilo basis. But for layers hatcheries may have contract pullet raisers or there could be agents to raise layer chicks up to 16-18 weeks until they are delivered to egg producers. Contract raisers may have land, house, raising equipment and labour and the contracting companies may be responsible for supply of chicks, balanced feed, medicines and management advices including health control. Loan may also be given initially to facilitate contact raisers. This system has yet to be developed properly in Bangladesh. The proper introduction of contract growing system would be one of the best systems for poultry development in the country.

DUCK PRODUCTION

Ducks are mainly raised by the rural peoples under traditional management system. Rural and smallholder duck production systems are mostly popular in the country. Duck-cum- fish production system is newly demonstrated in different regions of the country. The production system may be described as follows:

Rural duck production: Ducks are mainly reared with chicken in scavenging system allowing their access to ponds, confined water areas, canals, beels (big water reservoir) and rivers. Duck eggs are mainly hatched and day old ducklings are brooded by broody chicken, but growing ducklings are managed by farmers, especially, by women and children.

Smallholder duck production: The smallholder duck production is a unique system that is developed based on natural feed resources available in low lying water bodies of the country. About 85-88% of the total duck is reared in the scavenging and about 58% of the small and landless farmers are engaged in scavenging duck production in the typical Sylhet basin of the country. The average range of duck numbers kept by different farmers was found as 50-600 per farm and average annual egg production per duck was recorded as 204. However, the productivity of eggs found low in dry period. The duck farmers raised the problems of non-availability of ducklings, training, capital and easy marketing systems that were the hindrances for increasing duck production using the water bodies available in the country. To support the smallholder duck production, the Govt. established hatcheries with intensive duck management system to distribute ducklings to farmers.

Duck cum fish production: Duck cum fish production system is newly introduced by the Bangladesh Fisheries Research Institute and still remains at field demonstration level in certain parts of the country. Bangladesh Livestock Research Institute has also demonstrated the integrated system in its demonstration sites and some NGOs have also taken initiative to disseminate the technology at field level.

DISTRIBUTION PATTERN OF LIVESTOCK PRODUCTION SYSTEM IN BANGLADESH

The distribution of livestock production system in Bangladesh is presented in Table 3. Consideration of farm holding characteristics and data available on the total smallholder or commercial farm led to estimate the distribution of production system of different species according to the extent of availability of inputs. The Table shows about 64.0% of the total cattle is reared under low input, about 24% under medium input and the rest 12.0% under high input system (Huque *et al.* 2004). The Table also shows about 90.0% of the total buffaloes is reared under low input system and the rest (10.0%) is supported by medium input supply. About 73.20% of the total goat is reared under low input system and the rest (26.80%) are supported by the medium inputs. Most of the sheep (84.80% of the total) is reared under low input system and the rest 15.20% is found under medium input system (Table 3). Table 3 shows that about 61.70% of the total chicken is still remained under low input system, 22.20% under medium input and the rest 16.46% receives high input support. Most of the ducks (65.03% of the total, Table 3) are reared under low input system and the rest are in the medium input system.

High-input system as described in the guide for the country report preparation is a production system where all rate-limiting inputs to animal production can be managed to ensure high levels of animal survival, reproduction and output. Output is constrained primarily by managerial decisions. Medium-input production system is defined as a production system where management of the available resources have the scope to overcome the negative effects of the environment, although it is common for one or more factors to limit output, survival or reproduction in a serious fashion. Low-input production system, on the other hand, is described as a production system where one or more rate-limiting inputs impose continuous or variable severe pressure on livestock resulting in low survival, reproductive rate or output. Output and production risks are exposed to major influences, which may go beyond human management capacity. The changes in distribution pattern of production systems during the last 20 years is presented in Table 4.

STRATEGIES FOR DEVELOPMENT OF LIVESTOCK SECTOR IN BANGLADESH

The following strategies are to be adopted for development of livestock sector in Bangladesh-

- Improvement of the quality of livestock and poultry through genetic upgrading, preservation of native breeds and selection of exotic breeds

- Improvement of wider provision for treatment of infectious diseases and parasitic infections and large scale domestic production of vaccine
- Increased fodder supply through intensive use of available land
- Improvement of livestock management through manpower training and skills development
- Improvement of the quality of draft animals and expansion of the single animal ploughing system
- Emphasis on development of dairy cattle and encouraging the establishment of mini dairy farms through support services
- Encouragement of goat production through supply of inputs
- Introduction of credit for livestock and poultry farming on easy terms in the private sector
- Improvement of marketing facilities for realisation of competitive prices by the farmers
- Discouragement of importing milk powder and other livestock products
- Training of target groups such as the landless, destitute women, unemployed youths, and poor farmers on livestock management, inputs production, product processing and marketing for poverty alleviation and income generation
- Strengthening the organizational and institutional co-operations

CONCLUSIONS

It may be concluded that, presently, a medium proportion of cattle and poultry industry of the country are under commercial conditions, the rest are indigenous and are under traditional subsistence mixed farming. There is a prospect to increase livestock and poultry farming through medium and high input for small, medium and large farmers in the country. There is a scope to improve dairy animals through artificial insemination that will boost up the milk production of the country. Male emaciated cattle and buffalo can be used for fattening program. Chicken and duck farming project can be taken by introducing hybrid chicks, improve feeds and better health services.

REFERENCES

- BBS (Bangladesh Bureau of Statistics). 1999. Census of agriculture and livestock, 1996: Structure of Agricultural holdings and livestock population. Vol.1. Bangladesh Bureau of Statistics, Dhaka.
- Chowdhury, S. A., Faruque, S. and Asaduzzaman, M. 2002. Improvement of Black Bengal goat through selective breeding, Research report, Bangladesh Livestock Research Institute, Savar, Dhaka, Bangladesh.
- Devendra, C. 1993. Sustainable animal production from small farm systems in South East Asia (Animal Production and Health Paper No. 106). Food and Agriculture Organization: Rome, Italy.
- DLS (Department of Livestock Services). 2014. Annual Report on Livestock, Division of Livestock Statistics, Ministry of Fisheries and Livestock, Farmgate, Dhaka, Bangladesh.
- DLS (Department of Livestock Services). 2015. Annual Report on Livestock, Division of Livestock Statistics, Ministry of Fisheries and Livestock, Farmgate, Dhaka, Bangladesh.
- DLS (Department of Livestock Services). 2016. Annual Report on Livestock, Division of Livestock Statistics, Ministry of Fisheries and Livestock, Farmgate, Dhaka, Bangladesh.
- Faylon, P. S. 1990. Sheep production and development in the Philippines, *Sheep production in Asia*: 167-170.
- Faruque, M.O. 2000. Research report on "Identification of best genotype of buffaloes for dairy purpose in Bangladesh and to improve their productivity". Bangladesh Agricultural Research Council, Dhaka.

- Hamid, M. A. and Hossain, K. M. 2014. Role of private sector in the development of dairy industry in Bangladesh. *Livestock Research for Rural Development*, **26** (10).
- Hamid, M. A., Siddiky, M. N. A., Rahman, M. A. and Hossain, K. M. 2016a. Scopes and Opportunities of Buffalo Farming in Bangladesh. *SAARC J. Agri.*, **14**(2): 63-77.
- Hamid, M. A., Ahmed, S., Rahman, M. A. and Hossain, K. M. 2016b. Status of Buffalo Production in Bangladesh Compared to SAARC Countries. *Asian J. Anim. Sci.*, **10**(6): 313-329.
- Hamid, M. A., Rahman, M. A., Ahmed, S. and Hossain, K. M. 2017. Status of Poultry Industry in Bangladesh and the Role of Private Sector for its Development. *Asian J. Poult. Sci.*, **11**(1): 1-13.
- Hossain, M. S., Beg, M. A. H., Hossain, M. M. and Afrose, S. 2004. Existing Livestock production and utilization system in a coastal area of Patuakhali district. *Bangladesh Journal of Education and Technology*, **7** (1& 2): 25-28.
- Hossen, M. J., Hossain, M. S., Abedin, M. J., Karim, M. R. and Rume, F. I. 2008. Animal Production Strategies in Southern Region of Bangladesh. *The Agriculturists*, **6** (1&2): 77-83.
- Huque, Q. M. E., Faruque, M. O., Bhuiyan, A. K. F. H. and Huque, K. S. 2004. Report on Animal Genetic Resources of Bangladesh. The Govt. of the Peoples' Republic of Bangladesh. pp: 14-15.
- Huque, K. S., Saleque, M. A. and Khatun, R. 2011. Commercial poultry production in Bangladesh. Proc. 7th International Poultry Show and Seminar, World Poultry Science Association (BB). Dhaka, Bangladesh, pp: 19-28.
- Huque, K. S. 2011. A performance profile of dairying in Bangladesh- programs, policies and way forwards. *Bang. J. Anim. Sci.* **43** (2): 81-103
- Islam, M. M. 2005. Impacts of Crop-Livestock R&D on Smallholder Farming Communities in Bangladesh. Food, Agriculture, and Rural Development Policies in a Globalizing World. Food and Agriculture Organization of the United Nations, Bangladesh.
- Kabir, S. S. K. 2013. Helping Bangladesh achieve MDG goal and vision 2021. The role of the poultry industry. Proc. 8th International Poultry Show and Seminar, World Poultry Science Association (BB). Dhaka, Bangladesh, pp: 14-16.
- Khan, A. B. M. K. I., Baset, M. A. and Fouzder, S. K. 2010. Study on management and production system of small scale dairy farm in selective rural areas of Bangladesh. *J. Sci. Foundation*, **8**(1&2): 13-23.
- Khan, M.S. 1996. Study on status of private dairy Farms among different District in Bangladesh. Unpublished [M.Sc.]. Department of Dairy Science. Bangladesh Agricultural University, Mymensingh, Bangladesh.
- Rob, G. M. 2014. "Bangladesh Poultry Directory", Faridpur Square, 31 Chamelibagh, Shantinagar, Dhaka-1217, Bangladesh.
- Saadullah, M. 2001. Smallholder Dairy Production and Marketing in Bangladesh. Paper presented at South-South Workshop on Smallholder Dairy Production and Marketing. Ahmedabad, India. NDDB-ILBS. 13-16.
- Sharma, R. C., Arora, A. I., Narula, H. K. and Singh, R. N. 1999. Characteristics of Garole sheep in India. *Animal Genetic Resource Information*. **26**: 57-64.

Tables

Table 1: Status of poultry industry in Bangladesh at a glance

Particulars	Current figures	Remarks
GP breeder farms	08	Imported at day old
PS breeder farms & Hatchery	82	Imported and locally produced
Feed manufacturing & marketing company	74	One fifth of this figure are major producers
Commercial broiler farm	53112	Registered
Commercial layer farm	18222	Registered
Commercial duck farm	6546	Registered
Meat processing plant	06	One of them is for large animal
Medicine manufacturing & marketing company	93	-
Poultry vaccine marketing company	10	-
Broiler DOC production/week	8166000	Production declined due to Avian Influenza
Layer DOC production/week	819000	Production declined due to Avian Influenza
Poultry feed production/year	2767440 MT	Dominated by imported raw materials
Broiler feed production/year	85800 MT	
Layer feed production/year	1357070 MT	
Investment in poultry sector (Taka)	15,0000 million	-
Annual turn over (Taka)	20,0000 – 25,0000 million	-
Employment in poultry sector	6 million	-
Chicken production/day	1.6 million kg	March, 2011
Egg production/day	23.5 million	March, 2011

Source: DLS (2015); Rob (2014)

Table 2: Growth of commercial poultry industry in Bangladesh

Description	1984-85	1991-92	2000-01	2003-04	2004-05	2005-06	2008-09	2010-11
No. of hatchery	2	6	130	130	130	130	80	84
Broiler parent stock (000)	5	30	1550	1990	2454	3225	3128	3374
Day old broiler chicks/yr.(000)	600	3540	126000	186264	237432	301912	297200	320500
Broiler meat production (TMT/yr.)	0.475	4.54	170	217	276	320	297	320
Layer parent stock (000)	2	22	236	345	212	400	609	1523
Day old layer chicks/yr. (000)	160	2025	21240	30960	19080	25380	42600	106600
Egg production (000000)	48	610	3430	4780	5623	5422	5653.2	6078

Source: Huque *et al.* (2011), Kabir (2013)

Table 3: Distribution of livestock by production systems (%)

Species	Production systems			Total
	Low input	Medium input	High input	
Cattle	64	24	12	100
Buffalo	90	10	0	100
Goat	73.20	26.80	0	100
Sheep	84.80	15.20	0	100
Chicken	61.70	22.20	16.46	100
Duck	65.03	34.97	0	100
Pigs	100	0	0	100
Rabbit	NI	NI	NI	NI
Dog	NI	NI	NI	NI
Horse	NI	NI	NI	NI

Source: Huque *et al.* 2004; *Estimated data*; NI=Not Informed

Table 4: Changes in distribution of production systems during the last 20 years

Species	Production systems			Total
	Low input	Medium input	High input	
Cattle	-	+	++	0
Buffalo	-	+	+	0
Goat	-	+	+	0
Sheep	0	0	0	0
Chicken	-	+	++	0
Duck	0	+	0	0
Pigs	0	0	0	0
Rabbit	NI	NI	NI	NI
Dog	NI	NI	NI	NI
Horse	NI	NI	NI	NI

Source: Huque *et al.* 2004, DLS 2016; -- = strongly decreasing, - = decreasing, 0 = stable, + = increasing and ++ = strongly increasing



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

Groupwork at undergraduate level English classes to improve speaking skill: A case study of Tongi Govt. College

Farzana Alam¹

Assistant Professor of English and OSD Officer on Deputation
Directorate of Secondary and Higher Education (DSHE)

ABSTRACT

This study focuses on group work as a teaching technique practiced at undergraduate level English classes at Tongi Govt. College in Gazipur with the assumption - if the undergraduate level students practice English speaking inside the class and in a real-life situation it can improve their communication skills and add some confidence in them to go for external exposure. The study was conducted on 100 undergraduate students of English class following classroom observation technique and using the questionnaire as a research tool. Results show that during group work students feel that they are not alienated from other learners in the class. Group activity makes them feel positive that they are fairly treated, and they come forward to help other learners in the class. The present study will help advance our understanding of group work and its effectiveness in education as a technique for learning and teaching English as a second language in Bangladesh.

Key words: Group work, undergraduate level, teaching technique, speaking skill, second language

INTRODUCTION

Group work means 'teamwork' by the members of a group to accomplish a task in a class setting. It helps the students to organize and overcome learning barriers. Students learn in groups and learning in groups they also learn on their own. It empowers the members of a group. Group works are given to the students to provide them with task-based knowledge and generate in them 'interpersonal skill' and relationship by mutual interaction (Gorse & Sanderson, 2007). It also accentuates on the participation of all the students in a class where students share their ideas, knowledge, and experiences among themselves. By participating in group works they go for brainstorming to finish difficult works as well as get to know each other by sharing thoughts and activities. There are many types of group work activities, for example, describing images, excerpt reading, brainstorming, jigsaw reading, sending envoys, guessing the meaning from the context, role play, debate, etc. which are practiced in the class for improving speaking skill.

Undergraduate level English classes in many government colleges of Bangladesh are usually large (more than 100 to 150 students sit in an average size classroom) and Tongi Govt. College is no exception. We know language learning involves four skills- speaking, listening, reading and writing. Among these skills 'speaking' is a vital part of second language teaching and learning. By participating in group works students directly go for brainstorming to accomplish the difficult tasks or activities which are set as their course contents. If a teacher and a classroom supporter arrange

¹Corresponding author: Email: farzanaict2011@gmail.com

situations for the learners to work together and help each other it can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008). In a real-life classroom group work focuses on students' performance and allows them to open an accessible communication channel, which leads them to build up stronger verbal skills with more accuracy and fluency.

STATEMENT OF THE PROBLEM

This study is chosen to share the classroom experiences of dividing the students into homogenous groups depending on their classroom activities to show how students' speaking skill improve if they cooperate with each other through discourses. This paper addresses the importance of group work practice in class to improve the undergraduate level students' speaking skill. Every year near about 200 students in Tongi Govt. College gets enrolment into BA Honours in English Programme under National University having their Bengali medium language background. National University approves students' admission based on their higher secondary level academic result and subject choice. One of the major causes for National University students' poor performance is they do not have sound knowledge of English. What more, to get access to the National University undergraduate programme students do not require to go for a spoken or written language test. This faulty admission process makes room for the weaker students' access to higher education, which later on creates barriers in the way of achieving target language fluency. It is also observed when the classes are delivered in English these students suffer most from understanding and communication problem. From the very beginning when Hons First Year English classes start, they keep silent inside the class and withdraw themselves from others to avoid speaking terms. Moreover, 45 minutes of class duration at the undergraduate level is not sufficient to practice the second language. Even the teacher-student ratio is not satisfactory (Teacher 1: Student 100+) in some cases. This study is conducted to practice group work as a teaching-learning strategy to improve learners' speaking skill considering an inconvenient classroom teaching-learning environment along with other practical issues like lack of infrastructure, students' mindset, etc.

Like other standard languages, English has some common features like spelling, vocabulary, pronunciation, punctuation, syntax, semantics, tone, intonation and so on. Undergraduate level students having a Bengali medium language background face a lot of difficulties to study and communicate in English. It is clear there is no unique method to learn a language properly and group work practice as a classroom teaching and learning strategy is limited in our country. This is one of the causes of why there is not much scholarly research conducted on this classroom activity. During the study, it was difficult to get help from relevant literature and evidence of group work practice in the context of Bangladesh.

OBJECTIVES

- i) to discuss the background and weaknesses of undergraduate level students to speak English at Tongi Govt. College.
- ii) to highlight the benefits of doing group work to improve English speaking skill at the undergraduate level.
- iii) to determine group work practice as a mandatory task to stimulate students' confidence in speaking English.

RESEARCH QUESTIONS

The study posed the following research questions: What makes the undergraduate level students fail to communicate in English? How can classroom activities and experiments help the students to learn better? What can ensure group work practice to stimulate students' confidence in speaking English?

LITERATURE REVIEW

Considering the importance of group work for developing speaking English fluency and accuracy many research works have been done in many countries. Speaking and listening skills are to be developed in the classroom context taking into consideration existing educational circumstances in which learning environment is set (Alam & Bashiruddin, 2013). Authors, teachers and students at the University of Wollongong (2007) have jointly conducted research on health topic and have come out with negative observations about group work. They have given a general opinion that group work needs to be guided in a more planned way by making the students clear about the purpose of group work introducing the techniques of doing it by ensuring the cooperation in bearing the workload among the group members (Kriflik & Mullan, 2007). On the other hand, communicative language teaching has shown a tendency toward using authentic materials related to listening and reading skills. Side by side, speaking and writing activities can also be referred to as authentic relevant criteria for task design and interactive learning (Hedge, 2000). To ensure positivity of classroom learning (Rogerson & Chomicz, 2014) talked about 5RS- respect, respond, repeat, routine and relax, which can support learner's life-long learning. Acting out dialogues or role-playing before the class is another important strategy to improve students' speaking skill (Harmer, 1998). He also adds "good teachers are flexible" and they get feedback from the students in many ways: One way to get feedback is to ask students simple questions such as "Did you like that exercise?" "Did you find it useful?" (Harmer, 2007). Regarding Second language learning and speaking, emotion plays a very vital role by adding energy and strong desire to study on regular basis. Emotion gives learners the confidence to speak. In this context, it is noticed that positive emotion helps us learn faster (Coleman, 2014).

Victoria University of Wellington (2004) suggested job distribution for each member in a group so that an individual feels that he/she is not overburdened or ignored. He viewed that activities are to be planned to ensure all the students' involvement to perform the task by role-playing of manager, group leader, organizer and worker in an effective manner. In general, 'task development' is prioritized for arranging group work. Student teams-achievement divisions-STAD (1998) is another group learning method for mixed-ability students to promote team learning emphasizing more importance on a group rather than an individual. In addition, using cooperative learning strategy it is easy for teachers to teach a variety of group activities to enhance students' performance level (Yaduvanshi & Singh, 2018). Regarding group formation and student engagement research claims that teachers face an absence of proper knowledge concerning how to handle group work and how to arrange it in a fruitful way (Gillies & Boyle, 2010). In the same vein of thought, Heflebower and Marzano (2011) have posted two problematic questions for the students. The first problematic question is about students' feeling and emotion "How do I feel?" To get an answer to this a teacher may go for steps to receive and support teacher, learner and peer relationships. The second problematic question - "Am I interested?" also addresses students' strong emotional involvement in the group activity. These researchers have noted that if the student does not consider the assigned task *interesting* enough, he or she may fail to engage in such a boring activity. It is worth mentioning that if the students respond positively to the first question their answer to the second question may result in disappointment as things have not happened as per their expectations.

Research carried out on group work (Harmer, 2002; Stewart, 2014) show that for effective group work students need a meaningful and real-life situation to apply those for practical purposes. Students need oral activities to improve connective speech so that they can use experimental language to express different views. They can also consult their respective roles with their group members to strengthen mutual trust and self-respect. This research re-examines the nature and function of group work by propagating encouragement and motivation between groups and inter-groups to evoke competition for successful teamwork and effective learning. Based on the above discussion the privileges of group work from teachers' outlook may be traced out as follows: group work is a teaching strategy to enrich students' confidence level, to switch learning tasks from teacher-centered to student-centered, to promote the autonomy of learning and adjustment.

Some activities obviously can be done in pairs or groups but there are some other activities which can be done 'as a class' under the teacher's direct supervision. Littlewood's observation most significantly matches with the case of Bangladesh as we need to deal with a huge number of students in a class, which it is not always convenient for us to go for group work. *Communicative Language Teaching* (Littlewood, 1981) talks about group work or pair work by focusing on 'learner-directed activity'. Four language learning skills- reading, writing, speaking, and listening are closely interrelated. In this regard, to master speaking skill learners should have command in other skills as well. Specially conversation is a 'serious' language work to develop the communicative ability. According to Littlewood dialogues and role-playing help learners to understand the situation and cope with problems. Identifying pictures having 'similar context' but 'containing distinguishing features' is a functional communicative activity (Littlewood, 1981).

Assigning tasks to group members help fostering active participation with suggested phrases (gambits) like "Have we completed activity 1"? "We have solved the first two problems and we have 2 more minutes left." "Now we move to the next problem" work as conversation starters to exchange information among the learners. According to Hedge (2000) 'gambit' is a remark for opening a conversation helps much second language speakers to understand and explain fluently the meaning of what they listen and say. She has also suggested 'reading' as a powerful independent speaking skill by saying 'reading' includes: letters, recipes, menus, newspaper articles, train timetables, horoscopes, advertisements, publicity brochure, postcards, street maps, route maps, yearbook entries, weather forecasts, curricula vitae, theatre programs, poems, instructions for use of equipment.

To judge individual effort is a little bit problematic in a case where a multicultural individual is engaged. English language speaking skill is a vital criterion for assessing good group performance (West, 1997). Research shows that people learn effectively from each other by helping one another to learn. Teams perform better than individuals on complex issues. Moreover, teamwork develops interpersonal skills in coping with conflict, in developing learners' interdependence and accountability (Wiley, 2001). Saudi governmental universities, the preparatory-year-program director reported that very few teachers in the university use pair work in their classrooms. In addition, this study shows that the effect of pair work technique on students' performance during speaking activities is very effective. It helps students to use English successfully inside the classroom. This research claims that pair work has an unambiguous impact on second language learners' performance during speaking activities (Zohairy, 2014).

A research was conducted at the Department of English Language Teaching at Hacettepe University on ninety-one students in 2005. The sample participants are divided into two groups- individuals and pair work groups to clarify the advantages of student cooperation in building positive interpersonal relationships. This research is conducted for two purposes. Firstly, to assist students to develop grammatical awareness and comprehending target language in different contexts. Secondly, to introduce students to the native speakers' manner of speaking. Throughout the research, to materialize the research objectives, the participant students are kept engaged for two consecutive semesters to study on various courses. They have made strenuous efforts to find out ungrammatical and faulty syntax structures in some given texts and to make corrections of those grammatical mistakes as per the standard language criteria referred in some books having recognized authority. These students are also given direction to identify ungrammatical but commonly acceptable practices of English language. The research ends up with the finding that the success level of pair work assignments is higher than the success level of individual assignments (Sert, 2005).

Therefore, opinions in favour of group work and counter opinions suggest that a radical change or dramatic progress in the second language, learning especially the improvement in 'speaking' is not possible. When L2 learners talk before nonnative or European speakers they make more mistakes because of their mental stress. This does not give evidence that L2 learners cannot speak English. On the contrary, it is obvious that without the regular practice of speaking and open discussion satisfactory progress in spoken skill will not happen.

Research tells that Bloom's (1956) Taxonomy is a very influential education theory of teaching, learning and assessing. Bloom's Taxonomy revised by Karthwohl focuses on the six-significant cognitive domain of the human brain that deals with logic and emotion. According to Bloom (cited in Karthwohl), human intellect is a combination of 'knowledge', 'comprehension', 'application', 'analysis', 'synthesis' and 'evaluation' from simple to complex order. The 'comprehension' part focuses on the goal of education to make education easier and meaningful by applying acquired knowledge (Karthwohl, 2002).

While teaching adults the teacher must consider that every learner has the potentiality and own values by which he/she learn and keep a role in the society. It is recommended that individual learner's capability in a distinctive area should get priority because individuals opt for the roles match them best (Gkinala, 2016). Exploring group work dynamics, a clear and strong acceptance about the individual's effort in group work is found in Gorse & Sanderson (2007). They think when individuals work alone on their own, they are capable enough to find out more thoughts and plans and in this way they impart a lot to their group. Side by side they have also mentioned that a slow individual may hamper group performance, for example, a low-speed speaker in a group is enough to hinder the productivity and progress of the group by taking a long time to go for action.

Every member in the group work is equally important either white or black, men or women, experienced or inexperienced. It is obvious that minority group members are governed by the majority and majority group members are also affected by the minority as well beyond their control (Chatman, 2008). Many books and research articles strongly speak about the advantages and success of group work in personal and social life where no comparative study found that brings out the reflections and effectiveness of group work (Sert, 2005).

Group work is termed as a learning tool which may be used when the learners in a group learn by helping each other and also to assess individuals' working strength when they remain segregated from the group (Gorse & Sanderson, 2007). By conducting a study, Guertin(2013) suggests that in future social skills and creativity will be two important criteria for all students to learn from their own experiences. Although group work (Wieman & Associates, 2010) is appreciated as a remedy for all educational problems it has many negative aspects too. A strong side of group work is social interaction, but it has many negative sides like intra-group conflict, complex grading system, disruption of the class hour because of longtime topic discussions, wastage of time because of group formation and so forth.

University of Technology Sydney (2015) has made group work or teamwork a compulsory part of the study for its enrolled students. This kind of teaching strategy has primarily arisen to capture many of the benefits associated with cooperative learning activities. Latest data collected from many sources at UTS for example, Planning & Quality Unit, Institute for Interactive Media and Learning, UTS BELL Program make easier to understand that students have strong opinions both positive and negative related to group work. Students having a positive opinion about group work for example 'making new friends' and 'networking' love to engage themselves in group work. On the contrary, students at UTS hold a totally negative attitude towards group work. They report that the activities set for group work are not suitable for group work, selection of group members not satisfactory, difficulty of managing each other as they have equal status, less time allotted for group assignments, the disproportionate investment of time, group work has more risk compared to an individual task, etc.

Research is conducted using 'online English conversation lessons' and 'face-to-face interaction' (Saniboo&Sinwongsuwat2016) to see the difference in performance between the two groups. The participants in the research are divided into two groups of twenty-five students. The researcher, as instruments, has used 'lesson plans' and 'oral conversation tasks'. Primarily a pre-test is given to figure out learners' speaking performance based on speaking frequency, use of words, counter-response, pronunciation, and grammar. Results have shown that both groups have improved but the group learned conversation through face-to-face classroom interaction has performed better than online lesson receivers.

On the other hand, group work as mentioned in *The Practice of English Language Teaching* (Harmer, 2007) is a load of responsibility for some students who are reluctant to participate in a group work activity as they find themselves helpless before a big group. He has added that these students should get a chance to speak and interact in a smaller group to prepare themselves to participate in dialogue making or conversation. During a semester, teachers may go for peer observation to each group member's performance and behavior for future corrections and improvements. Even they may handle the team affairs by keeping a record on notebook or writing on the blog to share personal detail and experience.

THEORETICAL FRAMEWORK AND METHODS

Current practices in Bangladesh and other countries where English is spoken as a second language, teachers apply various techniques and methods to teach English at the tertiary level. Researchers have observed that group-based assignments and discussions are a common feature of tertiary education. To speak about the current language practices, it is to say that very few academic research works are conducted on group work activities (Allwright & Bailey, 1991). Groupwork and other language teaching strategies, which reflect teacher-student interaction are introduced to us in the 20s. In Bangladesh, we are familiar with such teaching-learning tools with the help of the media, internet and the training programmes arranged for us by the government and nongovernment organizations at home and abroad. Even the communicative language teaching method is introduced to us only in the 90s. This existing situation suggests that still, we need to go a long way to cope with the modern language teaching-learning trend. Currently, the Ministry of Education has put emphasis on conducting English classes in English at all levels of Education to improve speaking skill. Therefore, teachers are to assist students to speak English for communicative purpose with a very limited scope.

A rationale for group learning - learning from others is the most instinctive and natural of all the learning contexts that we experience (Race, 2007) where the instructor plays an active role by monitoring and evaluating group as well as individual performance to make sure potential improvements for future group work (Brame and Biel, 2015) of a 'communicative' classroom. The justification for engaging students in group work is to allow them to use their target language effectively. By this way, undergraduate level students will get ample scope to use the language from multidimensional perspectives.

English speaking skill has a strong link with communicating fluency and verbal connectivity with people, which students can achieve both inside and outside the classroom (Al-Eiadeh, et al., 2016). Working in groups helps students to act with each other in an effective and meaningful way using the second language. It also enables them to get feedback from co-learners. By sharing ideas and knowledge they develop 'positive interdependence' to achieve common objectives. Thus, group work creates a promising surrounding (Morris, 2016) that motivates the learners to use language in different situations successfully where (Heflebower et al., 2011) students' engagement is the core of effective teaching. They have doubted the point that if the students are not engaged in the class, they won't learn much. So, they have recommended strongly for a teacher's role in thoughtful planning and implementation of the targeted strategies by creating a proper classroom learning environment. Group work makes it easy to communicate effectively and work together. It allows the students to think together to bring out the silent expectations or 'ground rules' about how language is to be used in the classes (Mercer, 2003).

To show the effectiveness of group work for the students of English at the undergraduate level in public and private colleges in Pakistan researchers introduced group work and pair work as opportunities for collaborative teaching to bring scope for learners' socialization. They have shown group work and pair work as class management techniques where the teacher performs the role of a facilitator. Teacher makes groups in a class according to its size and number of students to learn whether the students have understood the reading materials by giving them a chance to apply the knowledge they have gathered within the allotted period (Raja & Saeed, 2012). Learners' conversations at the undergraduate level English classes were heard and analyzed to fulfill their

speaking requirements. Their classroom activities were monitored to evaluate the subject matter of their discussion topics and to gather additional information about students' latest status of speaking ability. It was experienced that the students spoke spontaneously out of their mind shaking off their speaking phobia. Students' performance (whatever they articulated in English) was evaluated by making necessary corrections.

There are lots of classroom activities to improve speaking skill, but all the activities are not possible to try together. Considering the importance and relevance of the topics, students' interest, likes and dislikes the following group tasks were practiced in the undergraduate level English classes from time to time to study the effectiveness of group work for the improvement of students' speaking skill:

Role play: Dialogues/conversations from English masterpieces were given to the students to play the role of the characters. It was studied that role-playing helps students to 'shake off' shyness and they become confident enough to speak before the public.

Excerpt reading: A close and intense reading of an excerpt of the text was given to the students. After reading the excerpt the majority of them were able to describe and interpret it from the context. Fictional pages were also given to the learners for getting pleasure and familiarity with the literary world full of colour and sight. After reading literary texts students were told to make groups for general discussion.

Jigsaw reading: Jigsaw practice was a useful collaborative learning strategy where each group was asked to go through single reading material. When group reading was over, members of 'home group' visited other groups, and students from other groups also visited 'home group' or sent envoys to share their knowledge. It is observed that students, who had participated in Jigsaw reading enjoyed a lot. Sending envoys from each group to all other groups was to learn about others' ideas and share their own ideas with others in varying degrees.

Group reading and summarizing: For group reading and summarizing students were provided with a piece of poem. They went through it, tried to find out the hidden meaning by reading the lines in between and summarized the poem. Rest of the students spontaneously took part in the clarification session and added some points if they felt necessary.

Describing images: Some images or pictures were shown to the students to describe each in English and the group members tried to narrate the pictures in words as elaborately as they could.

Brainstorming: Brainstorming activities and sessions were arranged during the classes for stimulating students' ability to think critically and freely. Once or twice in a week, the students were given the task of matching scattered pieces of writing to form a meaningful sentence or paragraph. The students also brainstormed to prepare answers of a set of questions beyond their textbooks.

Debate: Debate and group talk techniques were used to improve students' speaking skill. Debaters took the necessary preparation to speak for and against the given topic before the class by presenting different opinions, ideas and issues.

Reading textbook passage: Textbook passages were given to the students, to sum up the main idea within two or three sentences. Then they were asked to read out their write up before the class loudly.

Besides, the above-mentioned activities group learners at undergraduate level English classes were also given tasks to talk about great personalities at national and international level, to introduce important tourist places, to describe geographical areas and historical places of the country, to introduce fellow learners highlighting their appearance, likes, dislikes, dreams and relationships.

The challenges for conducting group work activities at Tongi Govt. College were as follows—traditional classroom setting (teacher-centered setting), ribbon-like bench arrangement (long but narrow rows), narrow space for physical movement inside the classroom, hard to reach the last part of the class. The pair benches (one high bench attached with one low bench) were not enough

spacious for four to five students to sit together. As a result, there was no room on the bench for the students to make a physical movement to do group work. For instance, it was not possible to conduct group work activity like playing **snowball** inside the class. Snowball takes enough space and time to make movable seating arrangement for the students. This activity also demands more time, students' full dedication to work together. Asher (1977) a language teaching expert conducted a research and found that students who physically moved their bodies in the class learned four to five times faster than the students who sit stiffly during the class. He also mentioned that students speak better if they feel free to use the language.

Considering the challenges of group work it is acknowledged that in a conventional classroom there is a variety of students but among those, some are motivated and engaged in content and learning. On the other hand, there are some students in the same class who do not take part in the lesson. As a result, involving students entirely depends on the teachers and unluckily teachers also divert their total effort on the students who are really interested in learning (Rogerson & Chomicz, 2014). In an analogous way, it may be discussed that students who are blessed with interpersonal skill try to mix with other students to highlight their own capabilities and students who are reluctant and shy to speak before others are dominated by the first group. The first group of students is very organized and serious about their task. As a result, the second group keeps themselves aloof from other students to avoid conversation in public. They sit idly to get their allotted work done by other pro-active co-learners. So, both cases are identically challenging for a teacher to cope with. People who do not have positive attitude may incur failure by affecting other learners of the class. Murad (2015) conducted a study on students' attitude to group work in the EFL classroom found that students having positive attitude clarify difficult things to each other and takes a very short time to finish tasks. On the other hand, the researcher also found, students having a negative attitude cannot make decision while some members prefer to relax and stay silent.

Classroom findings and classroom observation occupy the core part of this research. Therefore, literature review and most of the references in this study are from the books, internet sources and articles published abroad. The aim of this study is to focus on second language learners' limitation, uncongenial English-speaking environment and a successful way of dealing with the problem. This study was qualitative in nature. A bipolar questionnaire having a set of 10 questions was used as a research tool to learn about undergraduate level students' stance on group work. A total of 100 undergraduate level students in the department of English, Tongi Govt. College voluntarily took part in this study as respondents (mean both female and male students). The data were collected from the participants in 10 questions.

RESULTS

Undergraduate level students (100 respondents) of the department of English at Tongi Govt. College were asked ten bipolar questions. The questionnaire used in this study addressed the following soft skills: problem-solving effort, attitude, speaking fluency, motivation, communication, patience, interaction, knowledge sharing, teamwork, presentation, leadership and feedback.

Table 1: Summary of the responses to group work

SL No.	Questions	Responses	
		Yes	No
Question 1	Does group work help you to solve class work problems?	86	14
Question 2	Are you afraid of doing group works?	39	61
Question 3	Does group discussion improve your speaking fluency?	82	18
Question 4	Do you face challenges in doing teamwork/group work?	58	42
Question 5	Does group work activity waste class time?	63	37
Question 6	Does group work help you get ideas and information from other learners?	74	26

SL No.	Questions	Responses	
		Yes	No
Question 7	Does group work compel you to go for purposeful speaking?	81	19
Question 8	Are you enthusiastic to take part in a group activity?	66	34
Question 9	Do you like to lead your group?	41	59
Question 10	Do you get feedback from teachers after every session/presentation?	62	38

The table shows both the differences and similarities of responses and choices of the participants. Question 1: It is seen that out of 100 respondents 86 answered that group work helps them to solve class work problems. From students' response, it can be inferred that group work plays a vital role in cooperation and critical thinking. Question 2: 61 respondents are not afraid of doing group works, while 39 of them are afraid of doing it. If group activities are given to the students in an easy to understand manner, then the number of confident students may increase. Question 3: Regarding group discussion 82 participants answered 'Yes' who believe that group discussion improves their overall speaking fluency. Students' positive responses indicate the spontaneity of their involvement in group work and oral practicing. Question 4: More than half of the respondents that is 58 students answered that they face challenges in doing group work inside the classroom. It may be interpreted from the above response that English as a second language is a matter of fear to many students for the following reasons: either the group members are not cooperative, motivated and engaged in learning or they do not have proper words to express ideas or the teachers' instructions are not clear. Question 5: Undergraduate level students' class duration is only 45 minutes. That is why 63 respondents out of 100 consider group work activities as a waste of class time. Question 6: 74 respondents are positive about group work. They think that group work or teamwork help them get ideas and information from other learners of the class. Question 7: As group work is mandatory for all the students, 81 respondents opined that it compels them to go for purposeful speaking practice and it ensures majority of students' participation. Question 8: We see 66 participants are enthusiastic to take part in group activity and 34 participants feel reluctant to engage themselves in group activities. Question 9: More than half of the respondents that are 59 are unwilling to lead their groups. It may be explained that leadership is a challenge. That is why many of them do not want to take the risk. Question 10: Regarding the last question about getting feedback data to show that 62 respondents answered that they receive feedback from the teachers after every session/presentation. On the other hand, 38 responded that they do not get feedback. The results show that students expect more feedback from the teachers than they actually get in ELT classroom.

DISCUSSION AND SUMMARY

Group work activities create scope for the learners to exchange dialogues on various topics, which help them overcome speaking barriers. It enhances the quantity of

language practice facilities as well as improves the quality of the students' talk in some ways (Abdullah, 2016). When all the students of class work in different groups there arises empathy among them and they go for verbal exposure. British Columbia Institute of Technology (2010) has done research on "Effective Use of Group Work" and found that careful use of group work brings the following benefits to the learners:

"high academic performance, long term memory, reasoning and critical thinking, team building and strong communication skill, conflict mitigating, making a relationship, generates self-esteem and helps individual empowerment" (British Columbia Institute of Technology, 2010).

This suggests that group work is an ideal kind of classroom practice, which ensures a win-win situation for the learners of mixed ability group as well as it focuses on students' working and learning together. It also helps students to participate in team activities and acquire leadership

qualities to identify and overcome the areas of weakness. To trigger up positive mindset, the learners are to be encouraged for classroom conversation and participation as much as possible.

It is also experienced that advanced learners in the class look for opportunities to dominate other the group members. They give the impression that they know better than others and sometimes go for unnecessary talking inside the class. As a result, there is huge noise and disturbance in the class during group work. When more than a hundred students talk together in the class it becomes unmanageable. Besides, the above-mentioned challenges 'time management' is another big problem already has come out from the participants' response. Within 45 minutes of class time, it is next to impossible to finish formality with all the groups in a class. Sometimes multimedia is used at undergraduate level English class to give food for thought or to show content relevant video clips to address the huge audience. Showing movies or documentaries is not always possible because of time constraint and frequent power disruption.

The learners were watched and monitored carefully in the class with a view to give them proper guidance and help them to make corrections of their mistakes by learning from other groups. After doing group work all the groups went for presentation. The groups were given feedback on their presentation so that they could learn from their own mistakes as well as from other students. The question-answer session, open discussion, asking feedback on the lesson taught in the class and giving feedback on students' overall performance was general practices at the classes. By this way, the learners felt that none of them was perfect. Preferably they got emotional support to develop a speaking skill without being embarrassed. The points in favour of group work were as follows - individual student has little exposure to the external world. In such a situation group work bridges the gap by bringing opportunity to a student to undergo an external exposure to a new learning domain with the peer group. Again, the researchers of the University of Sydney (2015) have found that group work assists a learner to achieve learning outcome which ultimately helps him or her to attain the position of a facilitator. Finally, it may be said that language learning is a continuous process and there is no best way to teach or learn. That is why a lot of experiments are conducted in many countries at various levels with skillful guidance of the teachers with a view to opt for a more convenient one.

CONCLUSION

Group work is a convenient teaching-learning strategy for students' mutual understanding and cooperation to draw maximum benefit from classroom learning. It opens a big platform for second language learners as well as inspires them to speak better. Group work practice and students' language learning progress are deeply inter-related. Gorse & Sanderson (2007) have described and emphasized on the influential side of group work versus individual work in the following way:

"Group work and individual work are fundamentally different. People behave differently in groups and their thoughts, attitudes, beliefs are affected. Group interaction, can inspire, add creativity, provoke thought and manifest feelings that would not occur when working alone. Equally, members can suppress, block and ignore members, again creating thoughts and feelings that would not occur when working alone. Group work can be scary, individuals may dread the thought of working with others, especially when the potentially detrimental dynamics of the group exercise are ignored by those facilitating the session" (Gorse & Sanderson, 2007, p. 3-5).

The undergraduate level students are capable enough to work in groups for sharing their ideas, knowledge and experiences with others by taking part in a debate, open discussion and critical analysis. The important message is - the number of students in an undergraduate level English class must be reduced or the class is to be divided into some sections to let it function properly. Group work creates an opportunity for the students to share a situation in which they brainstorm and find out an effective way to solve critical problems. It is highly collaborative in nature. Students feel comfortable to do group work and enjoy it. But mere enjoyment is not enough to make their learning sustainable. Teachers must cooperate with students to practice more and

more beyond the class in real life situations. It may be said that group work is an important and effective task at undergraduate level English classes. Day by day it has turned into an indisputable teaching-learning priority. So, more empirical research should be carried out on group work for improving speaking skill at undergraduate level English classes in the context of Bangladesh.

RECOMMENDATIONS

The following recommendations have been made based on the evidence that has been collected and analyzed from classroom observation, literature review and questionnaire survey:

- i) Ice breaking activities at the beginning or during the undergraduate level English class should be incorporated so that the students can take part in classroom activities enthusiastically.
- ii) Teachers must facilitate students' English speaking skill by showing patience and dedication.
- iii) Initiatives are to be taken to mitigate speaking problems especially by helping learners to overcome the fear of speaking English.
- iv) Group work must be practiced in a blended form with the mixed ability group students in a class.
- v) It would be appropriate to divide the large class students into small groups to make them think about classroom activities as learning opportunities.
- vi) Allotted class time should be strictly maintained and properly utilized.
- vii) Teachers' creativity and innovation have no alternatives to improve second language learners' speaking skill.
- viii) Teacher-student, as well as student-student interaction, must be strengthened to develop speaking skill at the undergraduate level.
- ix) Suggested that group works must be interesting, encouraging, problem-solving and creative.
- x) Creating an opportunity for 'short talk' on any topic is a must to boost up the confidence level of all the students.
- xi) Suggested that watching English movies will come to a great help of the learners at the undergraduate level for achieving language fluency and accuracy of pronunciation, enriching vocabulary stock and understanding native accent.
- xii) Recommended that group work should not be used as a technique to get rid of all the responsibilities of a teacher as a classroom performer. On the contrary, the teacher should be smart enough to get the things done by the students keeping them positively engaged.

REFERENCES

Book:

- Allwright, D. and Bailey, K. M. (1991). *Focus on the Language Classroom*. New York: Cambridge University Press, pp. 82-116.
- Asher, J. (1977). *Learning Another Language Through Actions: The Complete Teacher's Guidebook*, 7th ed. California: Sky Oaks Productions, p.117.
- Caruso, H. M. and Woolley, A. W. (2008). Harnessing the power of emergent interdependence to promote diverse team collaboration. In: *Diversity and Groups, Research on Managing Groups and Teams*. (W. P. Katherine, Ed.) Emerald insight, 11, pp. 245-266.
- Chatman, J. A. (2008). Integrating Themes and Future Research Opportunities in Group Work Diversity. In: *Diversity and Groups, Research on Managing Groups and Teams*. (W. P. Katherine, Ed.), Emerald Group Publishing Ltd, 11, pp. 296.
- Harmer, J. (1998). *How to Teach English*. Harlow: Longman, p. 34.

- Harmer, J. (2007). *The Practice of English Language Teaching*. 4th ed. Pearson: Longman, pp. 346-347.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. 1st ed. Oxford Handbooks for Language Teachers Series, pp. 67-68.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press, p.18.
- Race, P. (2007). *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 3rd ed. London: Routledge, pp. 1-17.

Journal Article:

- Abdullah, A. (2016). Group Work Activities for Improving Speaking Skills, SMAN 2 Sigli, Aceh, *English Education Journal*, Volume 7(3), pp. 389-401. Available at: www.jurnal.unsyiah.ac.id/EEJ/article/download/4591/3964 [Accessed 6 Apr. 2019].
- Alam, Q. and Bashiruddin, A. (2013). Improving English Oral Communication Skills of Pakistani Public. *International Journal of English Language Teaching*, *Asian EFL Journal*, Volume 1(2), pp. 17-36. Available at: www.academia.edu/35623496/Improving_English_Oral_Communication_Skills [Accessed 2 Feb. 2019].
- Al-Eiadeh, A. R., Al-Sobh, M. A., Al-Zoubi, S. M. and Al-Khasawneh, F. (2016). Improving English Language Speaking Skills of Ajloun National University Students, *International Journal of English and Education*, Volume 5(3), pp. 181-195. Available at: <http://scholar.google.com/citations?user=ZhbwdCYAAAAJ&hl=en> [Accessed 2 Feb. 2019].
- Armstrong, S. and Palmer, J. (1998). Student Teams Achievement Divisions (STAD) in a twelfth-grade classroom: Effect on student achievement and attitude. *Journal of Social Studies Research*, Volume 22, pp. 3-6. Available at: www.academia.edu/Documents/in/Student_Teams-Achievement-Divisions_STAD [Accessed 2 Feb. 2019].
- Coleman, T.C. 2014. Positive emotion in nature as a precursor to learning. *International Journal of Education in Mathematics, Science and Technology*, Volume 2(3), pp. 175-190. Available at: <https://files.eric.ed.gov/fulltext/ED548763.pdf> [Accessed 7 Apr. 2019].
- Gkinala, E. (2016). The emotional intelligence in adult education. *Journal of Regional Socio-Economic Issues*, Volume 7(2), pp. 138-148. Available at: https://www.academia.edu/34675520/Journal_Of_Regional_SocioEconomic_Issues_Vol_7_Special_Issue_2_June_2017_2_Journal_Of_Regional_Socio-Economic_Issues_Jrsei_Sept_2016 [Accessed 7 Apr. 2019]. Effect of Cooperative Learning on Academic Achievement and
- Gorse, C. A. and Sanderson, A. M. (2007). *Exploring group work dynamics*. In: Boyd, D (Ed) *Procs 23rd Annual ARCOM Conference*, Belfast, Association of Researchers in Construction Management, UK, pp. 295-296. Available at: https://www.leedsbeckett.ac.uk/teaching/vsite/resources/gorse_sanderson.pdf [Accessed 2 Feb. 2019].
- Heflebower, T., Marzano, R. J., & Pickering, D. J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory - *The Classroom Strategies Series*, Volume 1, pp. 1-20. Available at: <https://www.amazon.com/Highly-Engaged-Classroom-Strategies.../dp/0982259247> [Accessed 7 April 2019].
- Karhwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview: Theory into Practice, *College of Education, Ohio State University*, Volume 41(4), pp. 212-219. Available at:

- https://www.tandfonline.com/doi/citedby/10.1207/s15430421tip4104_2?scroll=top&needAccess=true [Accessed 7 Apr. 2019].
- Kriflik, L., and Mullan, J. (2007). Strategies to Improve Student Reaction to Group Work. *Journal of University Teaching and Learning Practice*, University of Wollongong, Australia. Volume 4(1), p. 3. Available at: http://jutlp.uow.edu.au/2007_v04_i01/pdf/kriflik_009 [Accessed 13 Feb. 2019].
- Mannix, E., and Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest*, Volume 6(2), pp. 31-55. Available at: <https://www.gsb.stanford.edu/faculty-research/publications/what-differences-make-difference-promise-reality-diverse-teams> [Accessed 10 Jan. 2019].
- Mercer, N. (2003). Helping children to talk and think together more effectively, *Educational Dialogue Research Unit*, Open University, UK, p. 1–26. Available at: citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.517.7693&rep=rep1...pdf [Accessed 5 Dec. 2019].
- Morris, J. (2016). Introduction: Group Work. University of Oregon, College of Arts and Sciences, *American English Institute*, pp.1-4. Available at: <https://mrskrebs.edublogs.org/files/2016/05/M2-Introduction-Group-Work-1-1062tth.pdf> [Accessed 8 Feb. 2019].
- Murad, I. H. (2015). A study on Kurdish students' attitudes to group work in the EFL classroom, University of Zakho, Kurdistan, Iraq, *European scientific journal*, Volume 11(11), pp. 290-303. Available at: <https://eujournal.org/index.php/esj/article/viewFile/5454/5243> [Accessed 8 Feb. 2019].
- Raja, N., and Saeed, A. (2012). The effectiveness of group work and pair work for students of English at the undergraduate level in public and private sector colleges. *Interdisciplinary Journal of Contemporary Research in Business*, Volume 4(5), pp. 155–163. Available at: <https://journal-archieves23.webs.com/155-163.pdf> [Accessed 8 Feb. 2019]. Retention of Secondary Grader Mathematics Students
- Rogerson, C., and Chomicz, G. (2014). Catalytic teaching: A teaching equation transfers to enhanced student learning, University of Wollongong, Australia, *Journal of Student Engagement: Education Matters*, Volume 4(1), pp. 3–13. Available at: [Accessed 8 Feb. 2019].
- Saniboo, H. and Sinwongsuwat, K. (2016). Improving English conversation skills through online conversation lessons and classroom interactions with English speakers. *International Journal of Language Studies*, Volume 10(1), pp. 111-124. Available at: <http://www.ijls.net/pages/volume/vol10no1.html> [Accessed 9 Feb. 2019].
- Sert, O. (2005). A Comparative Analysis of Pair-Work and Individual Assignments in Two ELT Grammar Classes. *Journal of Language and Linguistic Studies*, Volume 1(2), pp. 236-253. Available at: https://www.researchgate.net/publication/228531996_A_Comparative_Analysis_of_Pair-work_and_Individual_Assignments_In_two_ELT_Grammar_Classes [Accessed 9 Feb. 2019].
- Stewart, G. (2014). Promoting & Managing Effective Collaborative Group Work. *Spring Project: University of Cambridge*, London, pp. 1-20. Available at: http://www.belb.org.uk/Downloads/i_epd_promoting_and_managing_collaborative_group_work_may14.pdf [Accessed 14 Oct. 2018]. Studies Research, 22, 3-6 twelfth grade classroom: Effect on student achievement and attitude. *Journal of Social*
- Victoria University of Wellington (2004). Improving Teaching and Learning: Group Work and Group Assessment. *UTDC Guidelines G4*, New Zealand, pp. 1-47. Available at: <http://www.nwu.ac.za/sites/www.nwu.ac.za/files.pdf> [Accessed 7 Apr. 2019].

- Yaduvanshi, S. and Singh, S. (2018). Effect of Informal Cooperative Learning Strategy in Biology Achievement on Learners of Diverse Ability. [Online] *Journal of New Horizons in Education*, Volume 8(2) pp. 30-37. Available at: <https://www.tojned.net/journals/tojned/articles/v08i02/v08i02-05.pdf> [Accessed 7 Apr. 2019].
- Zohairy, S. (2014). Effective pair work strategies to enhance Saudi pre-intermediate college students' language production in speaking activities. *European Scientific Journal*, Volume 10(2), pp. 50-63. Available at: <https://ejournal.org/index.php/esj/article/view/2579> [Accessed 14 Oct. 2018].

Internet Source:

- Brame, C. J. and Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Available at: <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/> [Accessed 13 Feb. 2019].
- British Columbia Institute of Technology (2010). Effective Use of Group Work. pp. 1-16. Available at: https://www.bcit.ca/files/itc/pdf/ja_group [Accessed 20 Sept. 2017].
- Mahmood, Tariq et al., (2010). Students Team Achievement Division (STAD) as an Active Learning Strategy: Empirical Evidence from Mathematics Classroom. *Journal of Education and Sociology*. Available at: http://www.academia.edu/9677734/Student_Team_Achievement_Division_Stad_As_An_Active_Learning_Strategy_Empirical_Evidence_From_Mathematics_Classroom [Accessed 20 Sept. 2017].
- The University of Sydney (2015). Self and peer assessment-Advantages and disadvantages, pp. 1-2. Available at: http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment [Accessed 13 Feb. 2019].
- The University of Technology Sydney (2000). Introduction to Group Work. Available at: <https://www.uts.edu.au/research-and-teaching/learning-and-teaching/enhancing/enhancing-experiences-group-work/introduction> [Accessed 13 Feb. 2019].
- Wieman, CWSEL and CU-SEL. (2010). Student group work in educational settings, pp. 1-3. Available at: http://www.cwsei.ubc.ca/resources/files/Group_work_SEI_8-08 [Accessed 13 Feb. 2019].



Yield and Its Attributes of Near-isogenic Lines of Durum Wheat with Tall and Semi-dwarf Genetic Background

M. A. Haque¹

School of Agriculture and Rural Development
Bangladesh Open University

ABSTRACT

Since the deployment of the *Rht* (Reduced height) genes, the major wheat cultivars became semi-dwarf rather standard. It was necessary to develop near-isogenic lines (NILs) of semi-dwarf cultivars and to re-assess the introduced genes. The effects of introduced genes were found of black glume, hairy glume, non-glaucousness and long glume on yield and its associated characteristics in near-isogenic line of durum wheat in tall and semi-dwarf genetic background. It was evident that there no significant interaction between reduced height genes (*Rht-B1a* and *Rht-B1b*) and introduced genes. The hairy glume (*Hg*) gene increased grain yield, however, *P1* and *P2* genes for long glume, *lw1* and *w1* genes for non-glaucousness and *Bg* for black glume (*Bg*) reduced number of spikes and grain yield. Semi-dwarf NILs showed less number of spikes and less upper ground biomass than tall NILs. Although semi dwarf NILs produced less upper ground biomass than tall NILs, higher harvest index relatively compensated to yield. However, it assumed that the compensation was not enough to be equal to yield of tall NILs. *Rht-B1b* gene had adverse effects on upper ground biomass. Semi-dwarf genes in durum wheat might be important role to optimization of seed rates in wheat production.

Keyword: Reduced height, NILs, grain yield, Durum wheat

INTRODUCTION

The specific characters have been selected to meet the agricultural and end use demands in breeding programmes in wheat. Specific gene effects on any plant characteristics can only be determined accurately using near-isogenic lines (NILs). In most cases, NILs contrasting phenotypes differed in allele at the specific locus, while the remainder of the genotype is nearly isogenic. NILs are important genetic stocks to assess the contribution of the particular gene to any traits. In durum wheat several major genes from tetraploid varieties and hexaploid strain have been placed into the common background of the spring cultivar LD222 (Watanabe, 1994). These lines were evaluated in Japan (Watanabe, 1999) and the specific effects of the genes on plant characteristics were assessed. Watanabe (1994) and Amadou *et al.* (2003) found that the genes for long glume (*P*) and non-glaucousness (*lw1*) showed the adverse effects on grain yields and harvest index in durum wheat. Although the effects of those genes in NILs were previously reported (Johnson *et al.* 1983, Beanziger *et al.* 1983, Richards *et al.* 1986, Koval 1999), the contribution to the yield and other characters has been extensively tested, especially in durum wheat.

¹Corresponding author: E-mail: haquejp@gmail.com

The deployment of the *Rht* (Reduced height) genes by the International Maize and Wheat Improvement Center (CIMMYT) has led to the replacement of taller cultivars with shorter ones from many public breeding programmes (Richards 1992). The grain yield and harvest index increased consistently from old to modern cultivars (Siddique *et al.* 1989, Waddington *et al.* 1987). Although Watanabe (1994) developed several NILs in *Triticum durum* LD222, and Amadou *et al.* (2003) detected the specific gene effects on the agronomic traits in durum wheat, it was noted that they made it in tall genetic background. Nowadays it is recognized that the major cultivars were semi-dwarf, and they are rather standard. Hence, it is necessary to develop NILs of semi-dwarf cultivars, and to re-assess Amadou *et al.* (2003).

The objective of the study was to make a comparative analysis of the effects of several introduced genes on yield and yield related characters of durum wheat in tall and semi-dwarf genetic background.

MATERIALS AND METHODS

Seven tall NILs ANW1A (Black glume), ANW1B (Black glume, Hairy glume), ANW2A (Hairy glume), ANW3A (Non-glaucousness), ANW3B (Non-glaucousness), ANW5A (Long glume) and ANW5B (Long glume) in the genetic background of *Triticum durum* cv. LD222, which was used as a recurrent parent, where five of seven NILs developed by Watanabe (1994). Another seven semi-dwarf NILs were developed through introduced *Rht-B1b* in same progenies of seven hybrids of tall NILs using backcross method. Their accession codes were shown as, for example, ANW 4A/1A. LD222 and ANW4A were used as check accessions for tall and semi-dwarf NILs (Table- I). The effects of seven introduced genes on yield and its attributes were compared between tall and semi-dwarf backgrounds. During the 2009/2010 cropping season, the experiment was conducted in the experimental field of the College of Agriculture, Ibaraki University, Japan. The randomized complete block design was applied with three replications. The plot per NIL was the row with 1 m long with 40 cm distance. The seeds were placed with 5 cm of distance. The seed was sown at the rate of 400 seeds/m². Fertilizer (N: P: K = 1: 1: 1) at the rate of 60kg/ha was applied before planting. Plants were harvested in June 2010 by cutting off the stem at ground level. The culm length, the number of fertile spikes/plant and measured weight of grains and straws in each replication were recorded. Harvest index was defined by grain yields/upper ground biomass. Yield per unit area, upper ground biomass per unit area and number of fertile spikes per unit area were converted to per hectare. The data were statistically analyzed and least significant differences (l.s.d.) at P = 0.05 were applied to evaluate differences among lines.

RESULTS AND DISCUSSION

The mean of culm length of tall NILs (173 cm) was 75 cm taller than that of semi-dwarf NILs. Semi-dwarf NILs significantly increased the harvest index than NILs in tall group. Table- II shows the mean values of yield and its attributes of tall and semi-dwarf NILs. The grain yield of LD222 was 0.77 t/ha more than that of ANW 4A. The number of spikes of LD222 was 0.72×10^5 /ha lower and grain yield 0.77 t/ha higher than that of ANW 4A. The mean of grain yield of tall NILs (4.25 t/ha) was 0.27t/ha higher than that of semi-dwarf NILs. ANW 2A with hairy glume gene (*Hg*) increased number of spikes by 1.44×10^5 /ha compared with LD222. *P1* and *P2* genes for long glume and *lw1* and *w1* genes for non-glaucousness reduced number of spike in tall background compared with LD222. But, the grain yield of tall NILs for *P1*, *lw1* and *w1* genes were lower than LD222. Highest grain yield production was observed in ANW2A *Hg* gene by 6.6% from LD222.

In semi-dwarf genetic back ground, hairy glume gene (*Hg*) also significantly increased the number of spikes. *P1* and *P2* genes for long glume and *lw1* and *w1* genes for non-glaucousness reduced number of spikes, as well as *Bg* genes produced slightly (18.8 %) lower number of spike than ANW 4A. Highest grain yield production was observed in *Hg* gene by 5.6% from ANW 4A, also contributed to produce highest harvest index (Table- II). The long glume (*P1*) gene produced lowest number of spikes and grain yield.

The correlation coefficient among culm length, yield and its related characters were shown in Table- III. Within tall group, culm length did not show significant correlation between yield and its attributes. The significant correlations were obtained between grain yield and number of spikes, and between grain yield and harvest index. Culm length had negative significant correlation with harvest index was observed among semi-dwarf NILs, whereas, culm length was not significantly correlated with harvest index among tall NILs. Within semi-dwarf group, culm length significant correlated with harvest index ($r = - 0.627$, significant at 5% level). Spike number had positive correlation with grain yield. Harvest index positively correlated with grain yield; however it negatively correlated with upper ground biomass. These correlations indicated relationships among yield and its attributes was not principally different.

In tall and semi-dwarf genetic back grounds, A similar trends was found from the effects of introduced genes. The hairy glume (*Hg*) gene increased grain yield, however, *P1* and *P2* genes for long glume and *lw1* and *w1* genes for non-glaucousness reduced number of spikes and grain yield. The black glume (*Bg*) gene also affected less number of spikes and grain yield. The *P1* gene did not increase number of spikes NIL at both genetic back ground. The *P1* gene decreased the grain yield due to the significant reduction of number of spikes. These results coincided with Watanabe (1994) and Amadou *et al.* (2003). It was evident that there was not any significant interaction between reduced height genes (*Rht-B1a* and *Rht-B1b*) and introduced genes.

Semi-dwarf NILs showed less number of spikes and less upper ground biomass than tall NILs. Although semi dwarf NILs produced less upper ground biomass than tall NILs, higher harvest index relatively compensated to yield. Harvest index played the major role to achieve grain yield. However, it seems that the compensation was not enough to be equal to yield of tall NILs. Austin *et al.* (1980) assessed the increase in yield potential of winter wheat in the U.K. due to variety improvement since early years of last century. The newer, high yielding, varieties were shorter, however, the total dry-matter production of the varieties was similar. The increase in grain yield due to variety improvement was associated mainly with greater harvest index.

CONCLUSION

The genetic background was near-isogenic in 16 lines except for reduced height genes and introduced genes. Introduction of *Rht-B1b* gene into LD222 had adverse effects on upper ground biomass. These suggested that optimization of seeding rate may be future improvement to attain improved yield.

ACKNOWLEDGEMENT

I am deeply appreciates to Professor Dr. Nobuyoshi Watanabe of School of Agriculture, Ibaraki University, Japan for his supportive supervise and to the ministry of education, science, culture and sports, Japanese Government, Japan due to provided scholarship during my PhD study.

REFERENCES

- Amadou, H.I., Kaltsikes P.J., and Bebeli, P.J. 2003. Agronomic characters of near-isogenic lines of durum wheat (*Triticum durum* desf.). *Breeding Science* 53, 319-324.
- Austin, R. B., Bingham, J., Blackwell, R. D., Evans, L. T., Ford, M. A., Morgan, C. L. and Taylor, M. 1980. Genetic improvements in winter wheat yields since 1900 and associated physiological changes. *Journal of Agricultural Science* 94, 675–689.
- Beanziger, P.S., Wesenberg, D. M. and Sicher, R.C. 1983. The effect of genes controlling barley leaf and sheath waxes on agronomic performance in irrigated and dryland environments. *Crop Science* 23, 116-120.
- Johnson, D.A., Richards, R.A. and Turnur, N.C. 1983. Yield, water relations, gas exchange and surface reluctances of Near-isogenic wheat lines differing in glaucousness. *Crop Science* 23 (2), 318-325.

- Koval, S.F. 1999. Near-isogenic lines of spring common wheat Novosibirskaya 67 marked with short and long glume. *Wheat Information Service* 88, 37-42.
- Richards, R. A. 1992. The effects of dwarfing genes in spring wheat in dry environments. I. Agronomic characteristics. *Australian Journal of Agricultural Research* 43, 517-527.
- Richards, R.A., Rawson, H.M. and Yohnson, D.A. 1986. Glaucousness in wheat: its development and effect on water use efficiency, gas exchange and photosynthesis tissue temperatures. *Australian Journal of Plant Physiology* 13, 465-473.
- Siddique, K. H. M., Belford, R. K., Perry, M. W. and Tennant, D. 1989. Growth, development and light interception of old and modern wheat cultivars in a Mediterranean-type environment. *Australian Journal of Agricultural Research* 40, 473-487.
- Waddington, S. R., Osmanzai, M., Yoshida, M. and Ransom, J. K. 1987. The yield of durum wheats released in Mexico between 1960 and 1984. *Journal of Agricultural Science Cambridge* 94, 675-689.
- Watanabe, N. 1994. Near-isogenic lines of durum wheat: their development and plant characteristics. *Euphytica* 72, 143-147.
- Watanabe, N. 1999. genetic control of the long glume phenotype in tetraploid wheat by homoeologous chromosome. *Euphytica* 106, 39-43.

Table 1. Near-isogenic lines of LD222 for various characters of durum wheat

Accession code	Culm length (cm)	Character	Allele	Donor	Chromosome
LD222	175	Tall	<i>Rht-B1a</i>	Recurrent parent	
ANW 1A	173	Black glume	<i>Bg</i>	<i>T. durum reichenbacchi</i>	1A
ANW 1B	174	Black glume, hairy glume	<i>Bg, Hg</i>	<i>T. carthlium</i> #521	1A
ANW 2A	173	Hairy glume	<i>Hg</i>	<i>T. durum malanopus</i>	1A
ANW 3A	174	Non-glacousness	<i>lw1</i>	<i>T. durum pyramidale</i>	2B
ANW 3B	172	Non-glacousness	<i>W1</i>	AUS2499	2B
ANW 4A	98	Reduced height	<i>Rht-B1b</i>	<i>T. durum</i> Cando	4BS
ANW 5A	173	Long glume	<i>P1</i>	<i>T. polonicum vestitum</i>	7AL
ANW 5B	170	Long glume	<i>P2</i>	<i>T. ispahanicum</i>	7BL

Table II: Mean yield and its attributes of NILs in tall and semi-dwarf groups of durum wheat.

		Number of spike ($\times 10^5$ /ha)	Grain yield (t/ha)	Upper ground biomass (t/ha)	Harvest index
Tall group	LD222	10.78	4.72	20.85	0.23
	ANW1A	11.89	4.37	20.88	0.21
	ANW1B	10.11	4.62	20.78	0.22
	ANW2A	12.22	5.03	22.78	0.22
	ANW3A	9.78	3.69	19.64	0.19
	ANW3B	9.06	3.19	15.58	0.21
	ANW5A	9.61	3.82	25.45	0.16
	ANW5B	9.74	4.61	21.34	0.22
Semi-dwarf group	ANW4A	11.50	3.95	13.56	0.29
	ANW4A/1A	9.34	3.83	11.91	0.32
	ANW4A/1B	11.28	4.17	13.41	0.31
	ANW4A/2A	12.26	4.54	14.37	0.32
	ANW4A/3A	9.41	4.16	14.40	0.29
	ANW4A/3B	10.00	3.91	15.79	0.25
	ANW4A/5A	9.22	3.35	15.18	0.22
	ANW4A/5B	9.67	3.96	13.77	0.29
	SD	1.11	0.50	4.10	0.05
	SE($\pm$)	0.28	0.13	1.03	0.01
	CV(%)	10.7	12.3	23.5	20.1
	LSD(0.05)	NS	NS	**	**

NS= Non significant; **= Significant at 5% level

Table III. Correlation coefficients among yield and its attributes among NILs

Characters	Numer of spikes ($\times 10^5$ /ha)	Grain yield (t/ha)	Upper ground biomass (t/ha)	Harvest index
Within tall group				
Culm length (cm)	0.119 ^{NS}	0.586 ^{NS}	0.409 ^{NS}	0.202 ^{NS}
Number of spikes ($\times 10^5$ /ha)		0.714*	0.336 ^{NS}	0.381 ^{NS}
Grain yield (t/ha)			0.488 ^{NS}	0.582*
Upper ground biomass (t/ha)				-0.412 ^{NS}
Within semi-dwarf group				
Culm length (cm)	-0.247 ^{NS}	-0.415 ^{NS}	0.539 ^{NS}	-0.627*
Number of spikes ($\times 10^5$ /ha)		0.698*	-0.042 ^{NS}	0.482 ^{NS}
Grain yield (t/ha)			-0.132 ^{NS}	0.758*
Upper ground biomass(t/ha)				-0.743*

* significant at 5% level (df = 6)



Gender Inequality in Employment in a Global Context: An Analysis with Special Reference to Bangladesh

Md. Mamin Ullah¹

Assistant Professor, Department of Management
University of Barisal

ABSTRACT

Gender differences in access to employment opportunities are frequently debated around the world. Pressures are being created for integrating half of the world's talent into development policies towards the roads of sustainable development and a society with gender equality. In addition to giving a focus on strategy building for calling actions to accelerate progress towards gender equality, this paper aims to evaluate the gender inequality in employment in a global context with special reference to Bangladesh. A critical review of working papers, research articles, books, monographs, strategic papers, facts and findings of national and international organizations has revealed that gender gap exists in almost all dimensions of employment in all over the world. However, the extent is more concerning for developing countries like Bangladesh. This paper is the analytical reflection with lessons for practices. Policy implications and research agenda are outlined.

Keywords: Gender inequality, gender at work, gender gap in employment, gender inequality in Bangladesh

INTRODUCTION

BACKGROUND

Gender remains at the center of social and economic stratification and it thus contributes to social exclusion. However, gender inequality is not a new phenomenon. Regardless of socioeconomic class, gender inequality is a characteristic of almost all societies with varying degrees. In addition to negative effects on women's relative capabilities and well-being, there are societal costs to continued gender inequality (Seguino 2013). Although gender inequality is a multidimensional concept, gender differences are better reflected in three key domains: capabilities, livelihoods, and agency (Grown 2008). Since few decades, the goals of reducing gender inequality have occupied a dominant place in national and international strategy statements. The United Nations, for example, has incorporated this concept into the 2030 agenda for sustainable development. One of the targets of Sustainable Development Goals (SDGs) is to achieve 'full and productive employment and decent work for all women and men' (Goal 8, Target 8.5). Accordingly, the term 'gender equality' has come into light with a universal need to accelerate the closing of gender gaps in employment.

Despite some advances around the world, women still face obstacles in entering the labor market and progressing in their careers. However, a rise in female employment could significantly boost

¹Corresponding author: E-mail: mamin_83@hotmail.com

economic growth leading to equitable human development. McKinsey Global Institute (2015) conducted a study on 95 countries with 15 gender equality indicators and found that if women participated in the economy at a level identical to that of men, it will add up to 26% of annual global gross domestic product (GDP) in 2025. This will be roughly equivalent to the combined size of USA and Chinese economies. Thus, women's participation in labor market has become a key policy issue (Steinberg and Nakane 2012). In addition, increasing female employment rates is supposed to be a key step for countries expecting a lower medium-term economic growth (Klasen and Lamanna 2009). A country's competitiveness, especially in a developing country like Bangladesh, in the long-term largely depends on how it educates and makes uses of its women (WEF 2015).

Bangladesh is the second fastest growing economy in the World. Since the early 2000s, the GDP growth rate has remained above 6% in most years along with a degree of macroeconomic stability. There are more than 106.1 million working age people in Bangladesh (BBS 2017). Almost half of its population is female having significant implications for economy and labor market. However, the employment characteristics have not improved in accordance with the economic growth (Islam, 2014). Moreover, an immense gender inequality exists in Bangladesh in terms of education, health, and employment (Ferdaush and Rahman 2011).

Despite the prevalent gender discrimination scenario throughout the world in almost all socio-economic aspects, very few studies were conducted so far in this arena. Moreover, academic research focusing on gender inequality in employment remains unstudied to a large extent. The case is more severe when cross-country perspective is considered. Under these circumstances, this paper makes an attempt to explore the global scenario of gender inequality at work along with a special focus on the case of Bangladesh.

The reminder paper is organized into six consecutive sections. Section 1 sets out the rationale and purpose of the study along with a brief note on adopted methodology. Section 2 reviews the relevant contemporary studies on gender inequality in employment. The theoretical framework of the study is presented in section 3. Section 4, the largest and prime section of the paper, critically analyzes the employment patterns in Bangladesh from gender equality perspective along with their implications for economy. In Section 5, several policy options are recommended aimed at reducing gender inequality in labor market. Section 6 finally concludes the paper with a set of research agenda.

RATIONALE AND PURPOSE

There are several grounds of discussions that support the justification of this study. First, One legitimate question might be raised here. Why study gender inequality in employment when our current problem is one of gender differences in education, health, and livelihoods? The answer of this question lays down the foundation of the rationale of the study. The contemporary debates and discussions and the United Nation's 2030 agenda of sustainable development have placed greater importance on women's economic empowerment. Gender equality in other fields such as, education, health, and social protection are thus largely facilitated by the economic empowerment resulting from gender equality at work. Accordingly, the present study focuses on gender inequality in employment.

It is unavoidable that peace, prosperity, and social justices largely depend on the substantive equality between women and men (ILO 2016). Therefore, most of the targets of Sustainable Development Goals (SDGs) are gender-responsive and the goal 5, 'to achieve gender equality and empower all women and girls', remains a stand-alone priority. The United Nations' 2030 agenda of SDGs places gender equality and women's economic empowerment at the core of sustainable development having a positive impact on education and health. A country's labor market defines the shapes of economic empowerment in a society. Gender equality in education and health are thus largely facilitated by the economic empowerment resulting from gender equality at work. Accordingly, the present study focuses on gender inequality in employment.

Second, since Bangladesh has made a significant progress in economic growth and human development in recent years, it is logical to examine the extent to which gender equality has been achieved in employment in Bangladesh. Third, this study has compared the current status of gender equality in employment in Bangladesh with other countries, especially female participation in labor force. Thus, the study will portray a cross-country comparison on gender equality in employment.

Fourth, although a substantive number of studies were conducted on gender equality, very few studies are available on gender inequality in employment in an international context. This is probably only of few papers dealing with policy implications of gender inequality in employment in Bangladesh. Last, but not the least, this study is supposed to open the doors of future research on gender inequality in different aspects of employment.

As stated above, the basic objective of this study is to analyze the gender inequality in employment in a global context with special reference to Bangladesh. More specifically, the objectives of this study are: (1) to critically analyze the global scenario of gender inequality in employment, especially in Bangladesh; (2) to review the contemporary studies on gender inequality at work; (3) to recommend policy options to address the gender inequality issues in employment; and (4) to identify possible grounds for future research.

METHODOLOGY

This is basically a policy-based study focusing on gender inequality in employment in Bangladesh and then providing policy options for a broad spectrum of economic decision makers. The paper is thus mainly analytical and narrative. The data were collected from secondary sources. The Quarterly Labor Force Survey (2015-2016) of Bangladesh Bureau of Statistics and ILOSTAT, the official statistical database of ILO, were main sources for statistical data.

In addition, the websites and databases of World Bank, Asian Development Bank, UNDP, OPEC, and Bangladesh Bank were given priority in collecting data. Working papers, research articles, monographs, strategic papers, books, and the reports of national and international development organizations were critically studied in pursuit of the objectives of the study. A critical review is effective when an attempt is made to analyze the different dimensions of the topic (Torraco 2016). The collected facts and findings were analyzed along with literature evidences of the world's leading journals including Oxford Review of Economic Policy, American Sociological Review, Gender and Society, Journal of Marriage and the Family, Feminist Economics, Population and Development Review, and Journal of Political Economy. It is, therefore, expected to add value to the relevant discussions. For the ease of discussion and comparison, data of some selected countries of different economic regions of the world were presented. Uniformity of presentation was maintained throughout the paper for the consistent analysis and easy readability. Since data availability for different economic regions vary, latest statistics were taken into account along with the indication of years. The most current data of these organizations were taken into account to make the study time-effective and worthy.

LITERATURE REVIEW

Gender equality is a key factor of wellbeing and life satisfaction across countries (Veenhoven 2012). However, this satisfaction does not continue due to double burden of paid and unpaid work (Stevenson and Wolfers 2009). In addition to life satisfaction, greater gender equality in economic opportunities leads to sustainable economic growth (OECD 2012). Female population is thus a significant element of human capital that contributes to economic growth and social cohesion at a large extent (Schultz 2002).

Since the last few decades, women have joined the labor market in increasing numbers. As a result, gender differentials in labor force participation rates declined from 32% in 1980 to 26% in 2009 (World Bank 2011). Labor studies (e.g., Chioda et al. 2011) support that increase in female

participation in labor force increases in human capital. Despite the importance of equal participation in economic activities, still a wide gender gap exists in employment around the globe. Moreover, women remain marginalized in lower status, less paid or unpaid, unskilled agricultural work, and poor working conditions (Jütting et al. 2012). Social norms, traditional attitudes, and individual preferences also account for gender inequality in employment (Fortin 2005). Although the gender wage differences have declined over time, they remain significant (Blau and Kahn 2000).

Research has been augmented on gender inequality at work and its associated dimensions. For example, women's labor productivity has been widely criticized. Udry (1996) found that women's yields were 18% lower in against of their male counterpart in the same household. In addition, female-owned enterprises tend to be less profitable than those of male owners (Robb and Wolken 2002.). Again, there are notable differences between men's and women's jobs across sectors, occupations, and types of jobs. Women are more likely to work in agriculture compared to works in manufacturing sector (ILO 2010). The majority of SMEs are run by women and the percentage of female ownership declines with firm size (Costa and Rijkers 2011). Women entrepreneurs tend to operate in service sector conforming to female roles (Verheul 2006).

In the global context, gender discrimination is a contradictory phenomenon because of different cultures, politics and economic systems. Accordingly, the existing scenario of gender inequality at work is not same in different parts of the world. In China, for instance, women are perceived as less valuable for economic wellbeing, and thus they are unable to provide sustenance (Xie 2015). This leads to women's less involvement in labor economy. One of the important reasons behind the prevalence of gender inequality in Asia is the 'missing girls' phenomenon (Kristoff 2009). In most of the Asian countries, women are generally expected to take care of the housework (Hannum et al. 2009). In Cambodia, women are largely denied in economic activities, and thus their presence in labor market is extremely lower compared to men. In Cambodia, there is a local proverb that 'Men are gold, women are white cloth' (De, 2014). Accordingly, the success of this region is largely related to the women's higher participation in economic activities (Baten et al. 2012). However, gender inequality is not a sole phenomenon of Asian continent. In Europe, countries like Albania and Turkey are struggling to reduce gender inequality at work. While women's participation in employment apparently looks equal to men in the United States, gender wage gap is still a common phenomenon in US labor market (Kim 2013).

Gender inequality has also occupied a substantive space in social science research in Bangladesh. Kariem et al. (2016), for example, investigated the relationship between gender and women development initiatives in Bangladesh. Asaduzzaman and Ali (2015) examined the impact of gender inequality on socio-economic development of rural households in Bangladesh. Hossain and Tisdell (2005) found that gender inequality exists in education, employment and earnings at a large extent. Sukaj (2014), on the other hand, studied the development history of Bangladesh focusing on inequality, employment, and poverty.

Haider (2012) explored the dimensions and intensity of gender inequality in Bangladesh and found significant gender gaps in well-being indicators. However, comparing the importance and scope of the field, very few studies were conducted on gender mainstreaming in Bangladesh. Most of the studies focused on isolated issues with no policy implications. Moreover, studies dealing with gender inequality in employment in Bangladesh are scarce. This paper is supposed to fill up this research gap at some extent.

THEORETICAL FRAMEWORK

This paper largely deals with the different aspects of gender inequality at work. Despite being one of the most policy concerning subjects in the world, gender discrimination is a globally debated issue. Still, lots of contradictions exist among researchers, academics and policy makers in regard to the meaning and scope of gender discrimination. These increasing controversies across countries have led to development of several theories of gender discrimination. These theories tend to list and explain the barriers that hinder women's participation in social, economic and

political activities. In alignment with the objectives of this study, it is critical to explore some relevant theories concerning gender inequality in economic activities, especially at work. This is expected to be quite useful and relevant for the discussions of the intended research objectives as stated in section 1.2.

While considering gender inequality at work, three critical theories are deemed to be most appropriate to explore and assess the gender discrimination in a given labor economy. These theories are neoclassical theory, feminist theory and social identity theory. The neoclassical theory explains an individual's choice of employment from a one paradigm rational perspective. This theory assumes that both workers and employers shape macroeconomic principles through their autonomous tastes and preferences which in turn govern the labor market in a country (Jennings 1999). In essence, both the workers and employers in a given society act rationally, and are mostly found active in their self-interest. In one side, employers will higher those people who they believe will be more productive. For example, in many developing countries like Bangladesh, employers believe that women are less productive compared to men. On the other hand, employees will choose the employment that provides best competitive financial package. Following the basic principles of neoclassical theories, several scholars came up with different distinct theories like human capital theory (Anker and Hein 1986), statistical theory of discrimination (Oaxaca 1973), and taste-based Discrimination (Becker 1957).

With a contradictory stance with neoclassical theory, advocates of feminist theory argue that gender inequality at work is the outcome of institutions and greater societal processes. In fact, a multidimensional interaction of economic, social and cultural forces largely influences gender discrimination at work which in turn results in differences in labor force participation, occupational segregation and pay (Figart 1997).

According to feminist theorists, the root cause of gender discrimination in employment is the patriarchy (i.e. the prevalence of male domination and female subordination in social, economic, political and family affairs).

While neoclassical and feminist theory focus on economic and cultural issues, social identity theory tends to explain the gender discrimination in labor market from psychological perspective. According to social identity theory, people tend to identify themselves as a member of a specific group (Turner 1987). For example, women feel threat to hold a managerial post in a male-dominated society. Several scholars (e.g. Haslam 2001; Schmitt et al. 2009) supported the relevance of social identity theory for today's business world where group dynamics play a critical role.

While not one of these theories solely explains the gender discrimination, a combination of these theories largely explain the nature and extent of gender inequality at work in a country. This study therefore adopts a blending of these three theories to discuss the global scenario of gender inequality in employment. Accordingly, the study is expected to contribute to the existing field of labor market research to a large extent.

DISCUSSION

Gender inequality is a global phenomenon resulting in women's less opportunities for attaining economic, social and political empowerment. Unlike many other socio-economic aspects, gender inequality at work remains a serious policy concern in many parts of the world. However, gender gap issue more prevails in developing countries like Bangladesh. Despite being a small country with an overcrowded population, Bangladesh has the highest population density in the world that has made it 8th largest country in terms of population. With this huge population, Bangladesh has made significant progress in economic growth and human development. The GDP growth rate has remained above 6% in most of the years since early 2000s making it the second fastest growing economy in the world. The overcrowded population has been turned into asset and it becomes a source of competitiveness in the world. There are more than 106.1 million working age people in Bangladesh. It thus exerts a brighter prospect for sustainable development. Nonetheless, the

employment conditions have not progressed as compared to economic development. More than 44.0 million working age people are outside the labor force. In addition, there are no equal platforms for male and female in Bangladesh. Gender equality is still a dream for women in Bangladesh. The gender inequality index is 0.520 in Bangladesh compared to 0.164 in China. See table 1.

Table I: Gender Inequality Index

Country	Index	Country	Index	Country	Index
Australia	0.120	Saudi Arabia	0.257	China	0.164
Canada	0.098	Qatar	0.542	Egypt	0.565
Germany	0.066	Singapore	0.068	Indonesia	0.467
United States	0.203	Malaysia	0.291	Philippines	0.436
United Kingdom	0.131	Turkey	0.328	South Africa	0.394
Japan	0.116	Sri Lanka	0.386	India	0.530
Italy	0.085	Brazil	0.414	Nepal	0.497
Myanmar	0.374	Pakistan	0.546	Bangladesh	0.520

Note: GII values closer to 0 mean greater equality.

Source: UNDP (Human Development Reports, 2016)

As per the statistics stated in table I, The gender gap is higher in Bangladesh than those of Saudi Arabia, Malaysia, and Sri Lanka. The gender inequality indices are 0.530 and 0.546 in India and Pakistan respectively. The gender gap indices in South Asian countries are more than those of developed countries like Australia, Canada, and USA. Thus, a wider gender inequality exists in South Asian countries.

POPULATION CHARACTERISTICS

A country's population characteristics play an important role in determining labor market structure. There are more than 158.5 million people in Bangladesh. Of them, 78.9 million are female and 49.6 million are male. See table II. There is almost equal distribution of population in Bangladesh in terms of sex claiming more focus on gender equality. Population aging and labor supply in an economy are closely related (MacKellar 2000). Again, changes in the demographic structure of a country's population largely affect labor market indicators (Shimer 1999).

Table II: Distribution of the population, by sex, age group and area

Age group	(In millions)								
	Rural			Urban			Bangladesh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-14	20.1	18.7	38.8	7.0	6.6	13.6	27.0	25.3	52.4
15-17	3.6	2.6	6.2	1.3	1.2	2.4	4.8	3.8	8.6
18-24	6.2	7.1	13.3	2.5	3.3	5.8	8.7	10.4	19.1
25-29	4.2	5.3	9.5	2.0	2.5	4.4	6.2	7.8	13.9
30-64	20.1	20.3	40.4	8.6	8.0	16.6	28.7	28.3	57.0
65+	3.3	2.6	5.8	0.9	0.7	1.6	4.2	3.3	7.5
Total	57.4	56.7	114.0	22.3	22.2	44.5	79.6	78.9	158.5

Source: Bangladesh Bureau of Statistics (2017)

As noted in table II, There are 28.3 million female working age people who reside at 30-64 age group. Moreover, there are 25.3 million female who belong to 0-14 age group. Female population, therefore, is critically important for Bangladesh labor market in terms of both current and potential

work-force. It will be not wise to proceed with economic activities keeping this half of the people unutilized or underutilized.

GENDER INEQUALITY IN HOUSEHOLDS

The household structure largely affects the employment opportunities for women. The household characteristics of table III indicate that the country is characterized as a patriarchal society. Thus, women are involved in unpaid works at large extent in Bangladesh. This creates a barrier towards the goal of economic empowerment of women.

Table III: Percentage distribution of households and household size by area and sex

Sex of the head of the household	Rural	Urban	Total	Household size		
				Rural	Urban	Total
Male	86.8	85.9	86.5	4.4	4.2	4.3
Female	13.2	14.1	13.5	3.1	3.2	3.2
Total	100.0	100.0	100.0	4.2	4.1	4.2

Source: Bangladesh Bureau of Statistics (2017)

Nearly 86.5% of total households are headed by male compared to only 14.1% by female. The case is almost same in both rural and urban areas. The average household size is 4.2 that indicate that women pass a major portion of their life in rearing up the children.

GENDER INEQUALITY IN LABOR FORCE PARTICIPATION RATE

A country's labor force participation rate (LFPR) indicates the portion of working age people who are active in labor market. It reflects behavioral, demographic, and institutional change over a period time (Mosisa and Hipple 2006). The male labor force participation rate is 81.0% compared to only 43.1% of female indicating wider gender gap in access to employment opportunities in Bangladesh. See table IV. Although women's LBFR has increased in recent years, gender gaps remain at large extent.

Table IV: Labor Force Participation Rate (% age 15 and older)

Country	Labour force participation rate		Country	Labour force participation rate	
	Female	Male		Female	Male
Australia	58.6	70.9	China	63.6	77.9
Canada	61.0	70.3	Egypt	22.8	76.1
Germany	54.5	66.4	Pakistan	24.3	82.2
United States	56.0	68.4	Philippines	50.5	78.8
United Kingdom	56.9	68.7	South Africa	46.2	60.2
Japan	49.1	70.2	India	26.8	79.1
Italy	39.3	58.1	Nepal	79.7	86.8
Myanmar	75.1	81.1	Bangladesh	43.1	81.0
Saudi Arabia	20.1	79.1	Malaysia	49.3	77.6
Qatar	53.6	94.2	Turkey	30.4	71.4
Singapore	58.2	76.4	Sri Lanka	30.2	75.6

Source: UNDP, 2016

Gender gaps in participation in labor force exist in all countries with varying degrees. The gap is acute in Saudi Arabia comprising 20.1% female LFPR in against of 79.1% male participation. As

per the statistics in table IV, Bangladesh is comparatively in better position than India, Pakistan, and Egypt. The LFPR in USA are 68.4% (male) and 56.0% (female) respectively. Tobin (2017), a senior ILO economist, identified a significant number of factors that are responsible for women's lower labor force participation rate. Out of many, notable factors include women's marital status, extent of economic solvency, child care opportunities, labor dependency ratio, access to transportation, and social systems and norms.

Table V: Labour force participation rate aged 15 or older, by education group, sex and area

Education group by UNESCO	(% of total employed)								
	Rural			Urban			Bangladesh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No primary schooling	86.3	38.1	60.0	84.7	34.8	56.5	86.0	37.4	59.3
Some or completed primary	91.0	40.6	66.3	91.7	36.8	64.0	91.2	39.6	65.7
Secondary or post secondary non tertiary	72.4	34.6	53.9	74.6	23.7	48.7	73.1	30.8	52.1
Tertiary	88.9	59.6	81.5	88.5	50.0	75.1	88.7	52.9	77.5
Not specified	60.6	23.1	52.5	61.6	16.3	48.3	60.7	21.7	51.8
Total	81.9	37.6	59.6	81.7	30.8	56.0	81.9	35.6	58.5

Source: Bangladesh Bureau of Statistics (2017)

As noted in table V, labor force participation rates vary between men and women according to level of schooling. Females with no primary schooling are less participated in labor force compared to their male counterparts. Gender inequality exists in case of tertiary education. 52.9% female with tertiary education access to labor market compared to 88.7% of male counterparts. In all the grounds of education, gender gaps prevail in terms of labor force participation. Thus, the current educational systems, social norms and gender stereotypes are largely responsible for the wider gender inequality in education which in turn leads to inequality at work.

GENDER INEQUALITY IN EMPLOYMENT-TO-POPULATION RATIO

The employment to population ratio indicates the portion of working age population that is employed. A lower ratio means that a larger portion of working population is not directly involved in labor market i.e., they are either unemployed or out of the labor force. This ratio is critically important to determine an economy's ability to generate employment opportunities.

Table VI: Employment to population ratio by Sex in 2017 as per modeled ILO estimate

Country	Female	Male	Country	Female	Male	Country	Female	Male
Afghanistan	17	77	India	26	76	Nepal	78	84
Bangladesh	41	78	Indonesia	48	79	Pakistan	22	79
Bhutan	58	72	Italy	34	52	Philippines	48	74
Canada	57	65	Kuwait	47	82	Singapore	57	75
China	61	74	Malaysia	48	75	Sri Lanka	28	72
Cyprus	52	63	Mexico	44	76	UK	54	65
Ecuador	45	76	Myanmar	74	80	USA	53	65

Source: ILO, 2017

As noted in table VI, employment-to-population ratio is 78% for male and 41% for female. Gender inequality thus prevails in terms of unemployment or outside the labor force. Like LFPR, gender inequality exists in all countries as per employment-to-population ratio. However, female

employment-to-population is lower in Bangladesh than those of India, Pakistan, Sri Lanka, and Afghanistan. It indicates a narrower gender employment gap in Bangladesh compared to many of the SAARC listed countries. Like the case of labor force participation, factors such as, women's less participation in education, social customs, stereotypes and economic systems affect women's actual involvement in employment.

GENDER INEQUALITY IN UNEMPLOYMENT

Unemployment refers to a condition when a person was not employed, but was available for employment along with an active search for the job. The unemployment rate is the most widely used indicator of labor market analysis. Thus, this rate indicates the percentage of unemployed people in the labor force.

Table VII: Unemployment Rate by Sex in 2017 as per modeled ILO estimate

Country	Female	Male	Country	Female	Male	Country	Female	Male
Afghanistan	12.6	7.8	India	3.8	3.3	Nepal	2.7	3.3
Bangladesh	4.6	3.7	Indonesia	6.6	5.3	Pakistan	10.7	4.5
Brazil	15.0	10.3	Italy	12.8	10.4	Philippines	5.8	5.9
Bhutan	3.1	1.9	Kuwait	1.8	2.4	Singapore	2.1	1.9
China	3.7	5.3	Malaysia	3.6	3.2	Sri Lanka	8.8	3.6
Cyprus	10.6	10.0	Mexico	4.3	3.9	UK	4.7	5.3
Ecuador	7.6	4.7	Myanmar	0.9	0.8	USA	4.8	5.0

Source: ILO, 2017

The unemployment rate is 4.6% for female followed by 3.7% for male. Gender gap exists at some extent. The rates are approximately closer compared to Pakistan and Sri Lanka. The unemployment rate for male is 1.9% in Bhutan in against of 3.1% for female indicating a significant gender unemployment gap. Gender gap in unemployment is less severe among advanced countries like USA, UK, and Singapore. See table VII. One of the important implications behind low unemployment rate is the absence of social protection schemes for unemployed people.

People in Bangladesh have the least choice to remain unemployed. Brazil is suffering from unemployment problem at large extent along with wider gender unemployment gap. Several studies attempted to explain pertaining to what factors actually drive women's unemployment status. Individual characteristics like education (Fortin 2005), family and household circumstances (Del Boca et al. 2009), marital status (Cipollone et al. 2013), institutional policies such as childcare services, paid maternity leave and flexible working schedules (Anxo et al. 2011), cultural attitudes (Algan and Cahuc 2007) and country's macroeconomic conditions are the most common determinants of women's unemployment in a given economy. Whatever the causes are, countries are deprived from the full utilization of human capital due to higher rate of women's unemployment.

GENDER INEQUALITY IN INFORMAL EMPLOYMENT

Informal employment is the diversified set of economic activities that are not regulated and protected by the state. It is also expanded to self-employment and wage-employment in unprotected jobs. Moreover, informal employment can also be found in formal sector. In Bangladesh, for example, informal sector accounts for nearly 64% of total gross domestic product (Maligalig et al. 2009). According to Hussmanns (2004), informal employment covers a wide range of employment categories such as, own account workers, employees, employers, and unpaid family workers, and so on. Easy entrance, lack of opportunities for formal jobs, family-based agricultural works and business, limited access to production inputs, and the prevailing economic systems lead women to enter into informal sector to a large extent.

Table VIII: Informal employment and informal sector as a percent of employment (%)

Country	Year	IER	Country	Year	IER	Country	Year	IER
Bangladesh*	2015	89.2	Philippines	2008	70.1	Vietnam	2009	68.2
Brazil	2013	36.9	Serbia	2015	11.2	Zambia	2008	69.5
Ecuador	2015	31.5	South Africa	2015	17.8	Mexico	2013	53.9
Egypt	2009	51.2	Sri Lanka	2009	62.1	Indonesia	2009	72.5
India	2012	84.7	Thailand	2016	37.7	Pakistan	2010	78.4

Note: IER=Informal employment, *Data as per Bangladesh Quarterly Labor Force Survey 2015-2016
Source: ILO

The informal employment rate was 89.2% in 2015 in Bangladesh indicating the absence of legal or social protections or employee benefits. Thus, most of the jobs are not protected by the laws in Bangladesh. See table VIII. The rates of informal employment were 72.4% in 2009 in Indonesia compared to only 11.2% in 2015 in Serbia. The south Asian countries have the propensity of higher informal employment in economy.

Table IX: Employed population aged 15 or older, by formal/informal employment

Sector of employment	Rural			Urban			(% of total employed) Bangladesh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Formal	14.1	3.0	10.7	26.4	9.4	21.9	17.7	4.6	13.8
Informal	85.9	97.9	89.3	73.6	90.6	78.1	82.3	95.4	86.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Bangladesh Bureau of Statistics (2017)

As noted in table IX, near about 95.4% female are involved in informal employment representing the disadvantaged section in the economy. Although the rate for male (82.3%) is close, still a significant gender inequality exists between male and female population in Bangladesh regarding informal employment. Female in rural areas are more involved in unprotected jobs than those in urban areas. In urban areas, gender equality varies at large extent in Bangladesh.

SHARE OF WOMEN IN WAGE EMPLOYMENT IN THE NONAGRICULTURAL SECTOR

Share of women in wage employment in nonagricultural sector indicates the percentage of female workers in total wage employment in nonagricultural sector. Wage employment refers to persons in paid employment jobs. The nonagricultural sector includes industry and services. Women were traditionally involved in agricultural sectors. However, situations have changed a lot. Women are now entering into industry and service sectors. Nonetheless, the agricultural sector remains at the main sources of employment for female in Bangladesh. Women are still perceived as less productive for industrial and service work. As a result, their participation in wage employment (i.e. non-agricultural work) is very insignificant. Lack of education, transportation problem, family-oriented works, negative attitudes to service works, lack of adequate training and employers' attitudes to female labor are the most causes of women's poor participation in non-agricultural sector in Bangladesh labor economy.

Table X: Share of women in wage employment in the nonagricultural sector(% of total nonagricultural employment)

Country	2013	Country	2013	Country	2013
Austria	48	Turkey	26	Italy	46
Bangladesh*	24.2	South Africa	46	Indonesia	35
Canada	50	Serbia	45	Cyprus	52
Japan	43	Saudi Arabia	14	Spain	47
Malaysia	39	Qatar	13	Sweden	50
Singapore	47	Philippines	42	Uganda	35
Sri Lanka	32	Norway	49	UK	49
Thailand	45	Mexico	40	USA	48

*Note: Data for the year 2015 as per BBS
Source: ILO, 2017

Share of women in wage employment in nonagricultural sector was only 24.2% in 2013 in Bangladesh compared to 39% and 46% in Malaysia and South Africa. See table X. The rates are higher in developed countries. The rates were, for example, 48% and 49% in 2013 in USA and UK respectively in against of 32% and 35% in Sri Lanka and Indonesia. The women in USA and UK thus hold more economic powers because of their involvement in industry and service sectors.

GENDER INEQUALITY IN SECTORAL SEGREGATION

Sectoral segregation is the distribution of total employed population by sectors. As the country develops the workers move out of agriculture sector and enter into industry and services sectors. Employment in industry and service sectors is supposed to yields more incomes and thus exerts more economic empowerment.

Table XI: Employed populations aged 15 or older, by economic sector, sex and area

Sector	(% of total employed)								
	Rural			Urban			Bangladesh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture	21.9	17.2	39.1	2.0	1.6	3.6	23.8	18.8	42.7
Industry	9.9	2.3	12.3	5.7	2.5	8.2	15.7	4.8	20.5
Service	18.0	2.9	20.9	12.6	3.3	16.0	30.7	6.2	36.9
Total	49.8	22.4	72.2	20.3	7.4	27.8	70.2	29.8	100.0

Source: Bangladesh Bureau of Statistics (2017)

As noted in table XI, male workers occupy the major portions of employment in all sectors. Female's share in agricultural sector is 18.8% in against of 23.8% for male workers. However, wider gender gaps exist in employment in industry and service sectors. In service sector, for instance, women occupy only 6.2% of total employment compared to near about 30.7% by male workers. Similar case happens in case of industrial sector. Gender gaps thus exist more in industry and service sectors compared to agricultural sector in Bangladesh.

GENDER INEQUALITY IN OCCUPATIONAL SEGREGATION

Occupational segregation indicates the distribution of workers across and within occupations. It is most likely caused by gender-based discrimination (Biblarz et al. 1996) resulting in gender wage gap (Cotter et al. 1997). Working women tend to occupy higher-status positions in an organization to uphold the gender hierarchy and to maintain the household accord (Damaske 2004). While

there is an increase in women's participation in Bangladesh labor market since last few years, women are still employed in elementary occupations. In most of the managerial, professional and technical jobs, men exceed women in terms of employment status. This wider occupational gender segregation largely undermines women's self-worth. In Bangladesh, women tend to less participate in education and training resulting in skill deficiencies which in turn widen occupational gender segregation.

Table XII: Distribution of employed population aged 15 or older, by occupation

Occupation	(% of total employed)								
	Rural			Urban			Bangladesh		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Managers	1.1	0.3	0.8	5.4	2.1	4.5	2.3	0.7	1.8
Professionals	3.8	3.3	3.7	6.9	12.3	8.3	4.7	5.6	4.9
Technicians	1.7	0.6	1.3	4.1	1.8	3.5	2.4	0.9	1.9
Clerical Support	1.3	0.4	1.0	3.1	1.6	2.7	1.8	0.7	1.5
Service and Sales	17.4	2.5	12.7	28.6	7.3	22.9	20.6	3.7	15.6
Agricultural	32.5	62.0	41.6	7.4	16.9	9.9	25.2	50.8	32.8
Craft and Trades	15.2	10.8	13.8	20.5	27.5	22.3	16.7	14.9	16.2
Plant and Machine	8.3	1.9	6.3	11.6	8.2	10.7	9.3	3.5	7.5
Elementary	18.6	18.3	18.5	11.9	22.3	14.7	16.7	19.3	17.4
Other Occupations	0.3	0.0	0.2	0.5	0.0	0.4	0.3	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Bangladesh Bureau of Statistics (2017)

Managerial positions are held by only 0.7% women of total employed population compared to 2.3% by men. See table XII. Women's participation in superior occupations is negligible in contrast to their counterparts. Women mainly engage in agricultural jobs comprising 50.8% of total female employed population. Male people are more involved in service and sales jobs compared to those of female people. Again, gender inequality in occupational segregation exists between rural and urban areas at large extent.

POLICY IMPLICATIONS

Gender inequality in employment is pervasive around the world. The analysis of employment patterns in Bangladesh indicates that women's employment opportunities are likely to remain limited at some extent. Although women's overall participation rate in labor market increased in last few years, still a significant gap exists. The employment-to-population ratio is higher for men. The most important step towards reducing gender inequality in employment is to narrow the labor force participation gap between men and women. There are several policy options in this regard. First, for substantive gender equality to be achieved, steps to be taken to make sure that a society recognizes that both women and men have a right to work and care. Until and unless the mentality of people is changed towards the value of women's work, it will be very difficult to make the more females involved in employment. Second, the government and relevant bodies must address cultural barriers and stereotypes regarding women's roles in society and economy. Third, there must be a public awareness of anti-discrimination laws in employment. Fourth, government should promote work-life balance policies to encourage female participation at work. Finally, steps to be taken to reduce gender pay gap that will motivate female to get involved with works that will increase female participation in labor force.

The gender gap is largely influenced by household decision in Bangladesh. Thus, household responsibilities should be combined with labor market participation in order to reduce the gender gap in labor markets. A better policy option is to improve infrastructure to alleviate household work. Investments in infrastructure and public services reduce the time required for doing households

works. It thus allows women to participate in labor market. Gender inequality in informal employment is acute in Bangladesh having the highest concentration in rural areas. Women in informal employment are deprived from basic legal or social protections or employment benefits. Government can reform labor market policies to reduce incentives on the part of firms and employees to operate informally. Another good policy option in this regard is to create more formal jobs through labor-intensive growth. Extending social and legal protection to the informal workforce is also a good option.

Sex segregation is an important aspect of labor markets around the world (Anker et al. 2003). A wider gender inequality is observed in Bangladesh in terms of sectoral and occupational segregation. Women are more involved in less productive sectors along with high concentrations in lower-paid occupations. Several policy options can be recommended to address this problem. First, government should take steps to encourage people to avoid gender stereotypes. This can be done through planned education and outreach. Second, there should have adequate and systematic training programs for men and women that will help them to enter into non-stereotypical fields. Third, promoting women's entrepreneurship is supposed to be a good strategy to reduce occupational segregation, especially through empowerment. Finally, supporting women's participation in decision-making and leadership will bring substantial decrease in occupational segregation.

Share of women in wage employment in the non-agricultural sector is very low in Bangladesh. Thus, female workers in Bangladesh are deprived from better income, economic security and well-being. Although this was a Millennium Development Goal (MDG) employment Indicator, no substantive improvement has been achieved in this case resulting in lower independence in decision-making in households and personal development. Reducing structural barriers to male-dominated occupations and giving adequate training to employees can increase the share of women in wage employment in the non-agricultural sector.

Gender inequality is not a new concept and it cannot be reduced dramatically over night. Lots of factors are associated with this multidimensional concept. In addition, gender inequality varies between countries and even between sectors in an economy. Thus, it is not possible to provide hard and fast policies for addressing this unexpected inequality. Nonetheless, the above policy options are expected to help the policy makers to develop a strategic framework to reduce gender gaps at work at some extent.

RESEARCH AGENDA

Gender inequality in employment is a multidimensional concept having several implications for labor market in specific and the economy at large. Although lots of debates and discussions have been taken place since the financial crisis in early 2000s, very few studies focused on this subject at both national and international level. In Bangladesh, there is no notable work on gender inequality, especially in employment. Most of the papers remain limited to national and international organizational reports. It is, therefore, a big field of study considering the importance of gender equality for emerging labor market in Bangladesh. The first area of future research derives from the scope of this study. This study is confined to gender inequality in employment. However, gender gaps also exist in education, health, and well-being. It will be useful to examine the extent of gender inequality in these fields. Second, there are a significant number of studies dealt with the overall scenario of gender inequality in Bangladesh. However, the root causes of gender inequality in employment are still unknown at some extent. Thus, a potential area of study is to investigate the causes of gender inequality in employment in Bangladesh. A cross-country analysis on gender inequality is also needed. Gender wage gap is a globally concerning issue. It is, therefore, necessary to examine the patterns of gender wage gap. ILO introduced decent work concept in 1999. Thus, the role of ILO's decent work agenda in promoting gender equality in Bangladesh needs to be examined. Social protection for female workers has got momentum in recent years. Accordingly, evaluating social security measures in employment in Bangladesh is a good area for further study. The other potential areas of research on gender inequality include

gender segregation at work, socio-economic impacts of gender gap, gender inequality in entrepreneurship, demographic structure and its impact on Bangladesh labor market, vulnerable employment in Bangladesh, and so on.

CONCLUSION

Gender inequality in employment is a multidimensional subject focusing on the magnitude of gender-based disparities at work. Although gender inequality persists in almost all countries irrespective of geographical identity, the problem is more acute in developing countries. Despite a small country with more than 158.5 million people, Bangladesh has made significant progress in economic growth and human development. The GDP growth rate has remained above 6% in most years since early 2000s. Nonetheless, significant gender gaps exist in almost all dimensions of employment in Bangladesh. Although female participation in labor force has increased in recent years, gender gaps in the labor market have worsened at large extent. Female workers are more involved in informal employment. Persistent differentials in the quality of work are observed. Women have less access to paid employment and they face pervasive sectoral and occupational segregation. Female participation in employment is largely influenced by household decisions. Social norms, traditions, and individual preferences widen the gender gap in employment in Bangladesh.

An integrated policy framework based on the thorough analysis of labor market and population structure is required to narrow the gender gap at work in Bangladesh. Social dialogues with stakeholders including national and international labor bodies may bring positive outcome. Last, not the least, government must take the attempts to change social norms and gender stereotypes surrounding the role of women at work.

REFERENCES

- Anker, R, Chernyshev, I, Mehran, F, Egger, P & Ritter, J 2002, *Measuring decent work with Indicators*, International Labour Office, Geneva.
- Anker, R & Hein, C 1986, *Sex Inequalities in Urban Employment in the Third World*, ILO, Geneva.
- Algan, Y & Cahuc, P 2007, *The Roots of Low European Employment: Family Culture?* National Bureau of Economic Research, Cambridge.
- Anxo, D, Mencarini, L, Pailhé, A, Solaz, A, Tanturri, ML, & Flood, L 2011, 'Gender Differences in Time Use over the Life Course in France, Italy, Sweden, and the US', *Feminist Economics*, vol. 17 no. 3, pp. 159–195.
- Asaduzzaman, MS & Ali, RN 2015, 'Gender Inequality in Bangladesh', *Gender Inequality*, vol.3, no. 4, pp. 54-64.
- Bangladesh Bureau of Statistics 2017, *Quarterly Labour Force Survey 2015-2016*, BBS, Dhaka.
- Baten, J, Friesen, J & Prayon, V 2012, *Women Count: Gender (in-)equalities in the Human Capital Development in Asia, 1900-60*, University of Tuebingen, Tübingen.
- Becker, GS 1957, *The Economics of Discrimination*, University of Chicago Press, Chicago.
- Blau, FD & Lawrence MK 2000, 'Gender Differences in Pay', *Journal of Economic Perspectives*, vol.14, no. 4, pp. 75–99.
- Biblarz, TJ, Bengtson, VL, & Bucur, A 1996, 'Social Mobility Across Three Generations' *Journal of Marriage and the Family*, vol. 58, no. 1, pp. 188–200.
- Chioda, L, Garcia-Verdu, R & Muñoz-Boudet, MA 2011, *Work and Family: Latin American Women in Search of a New Balance*, World Bank, Washington, DC.

- Cipollone, A, Patachini, E & Vallanti, G 2013, *Women Labor Market Participation in Europe: Novel Evidence on Trends and Shaping Factors*, IZA, Bonn.
- Costa, R & Rijkers, B 2011, *Gender and Rural Non-Farm Entrepreneurship*, World Bank, Washington, DC.
- Cotter, DA, DeFiore, J, Hermsen, JM, Kowalewski, BM, & Vanneman, R 1997, 'All Women Benefit: The Macro-Level Effect of Occupational Integration on Gender Earnings Equality', *American Sociological Review*, vol. 62, pp. 714–34.
- Damaske, S 2004, 'A Major Career Woman? How Women Develop Early Expectations about Work', *Gender and Society*, vol.25, pp. 409–430.
- De, T 2014, *What's a Woman Worth? Wages and Democracy in Cambodia*, Open Democracy, USA.
- Del Boca, D, Pasqua, S, & Pronzato, C 2009, 'Motherhood and Market Work Decisions in Institutional Context: A European Perspective', *Oxford Economic Papers*, vol. 61, no. 1, pp. i147–i171.
- Eurofound 2016, *The Gender Employment Gap: Challenges and Solutions*, European Union, Luxembourg.
- Ferdaush, J & Rahman, MM 2011, *Gender Inequality in Bangladesh*, Unnayan Onneshan-The Innovators, Dhaka.
- Figart, DM 1997, 'Gender as More Than a Dummy Variable: Feminist Approaches to Discrimination', *Review of Social Economy*, vol. 63, no. 3, pp. 1-32.
- Fortin, NM 2005, 'Gender Role Attitudes and the Labour Market Outcomes of Women across OECD Countries', *Oxford Review of Economic Policy*, vol. 21, no. 3, pp. 416–438.
- Grown, C 2008, *Indicators and Indexes of Gender Inequality: What Do They Measure and What Do They Miss?* World Bank, Washington DC.
- Haider, UK 2012, 'Dimension and Intensity of Gender Inequality in Bangladesh: An Overview', *Journal of Research in Peace, Gender and Development*, vol.2, no. 10, pp. 203-213.
- Hannum, E, Kong, P, & Zhang, Y 2009 'Family Sources of Educational Gender Inequality in Rural China: A Critical Assessment' *International Journal of Educational Development*, vol. 29, no. 5, pp. 474–486.
- Haslam, AS 2001, *Psychology in Organizations: The Social Identity Approach*, Sage, London.
- Hossain, AM & Tisdell, AC 2005, 'Closing the Gender Gap in Bangladesh: Inequality in Education, Employment and Earnings', *International Journal of Social Economics*, vol.32, no. 5, pp. 439-453.
- Husmanns, R 2004, *Measuring the Informal Economy: From Employment in the Informal Sector to Informal Employment*, International Labour Office, Geneva.
- ILO 2010, *Women in Labor Markets: Measuring Progress and Identifying Challenges*, International Labour Office, Geneva.
- ILO 2016, *Women at Work Trends 2016*, International Labour Office, Geneva.
- Islam, R 2014, 'The Employment Challenge Faced by Bangladesh: How Far is the Lewis Turning Point?' *The Indian Journal of Labour Economics*, vol. 57, no. 2, pp. 201–225.
- Jennings, A 1999, *The Elgar Companion to Feminist Economics*, Edward Elgar Publishing Ltd., UK.

- Jütting, J, Luci, A, & Morrisson, C 2012 'Why Do So Many Women End Up in Bad Jobs? A Cross-Country Assessment', *European Journal for Development Research*, vol.24, no.4, pp. 530-549.
- Karim, R, Lindberg, L, Wamala, S, & Emmelin, M 2016, 'Gender and Women Development Initiatives in Bangladesh: A Study of Rural Mother Center', *Social Work in Public Health*, vol.31, no. 5, pp. 369-386.
- Kim, M 2013, 'Policies to End the Gender Wage Gap in the United States', *Review of Radical Political Economics*, vol.45, no. 3, pp. 278–283.
- Klasen, S & Lamanna, F 2009, 'The Impact of Gender Inequality in Education and Employment on Economic Growth: New Evidence for A Panel of Countries', *Feminist Economics*, vol.15, no. 3, pp. 91-132.
- Kristoff, ND 2011, *The Women's Crusade*, New York Times, New York.
- MacKellar, FL 2000, 'The Predicament of Population Aging: A Review Essay', *Population and Development Review*, vol. 26, no. 2, pp. 365-97.
- MGI 2015, *The Power of Parity: How Advancing Women's Equality Can add \$12 Trillion to Global Growth*, McKinsey and Company, London.
- Maligalig, SD, Cuevas, S & Rosario, A 2009, *Informal Employment in Bangladesh*, ADB, Manila.
- Mosisa, A & Hipple, S 2006, 'Trends in Labor Force Participation in the United States', *Monthly Labor Review*, vol. October, pp. 35-57.
- Oaxaca, RL 1973, 'Male-Female Wage Differentials in Urban Labor Markets', *International Economic Review*, vol. 13, no. 3, pp. 693-709.
- OECD 2012, *Equity and Quality in Education - Supporting Disadvantaged Students and Schools*, OECD Publishing, Paris.
- Robb, A & Wolken, J 2002, *Firm, Owner, and Financing Characteristics: Differences between Female- and Male-Owned Small Businesses*, Board of Governors of the Federal Reserve System, Washington, DC.
- Schultz, P 2002, 'Why Governments Should invest more to educate Girls', *World Development*, vol. 30, no. 2, pp. 207-25.
- Schmitt, MT 2009, *The Glass Ceiling in the 21st Century: Understanding Barriers to Gender Equality*, American Psychological Association, Washington, DC.
- Seguino, S 2013, 'Toward Gender Justice: Confronting Stratification and Unequal Power', *Generos Multidisciplinary Journal of Gender Studies*, vol. 2, no.1, pp. 1–36.
- Shimer, R 1999, *Why is the U.S. Unemployment Rate So Much Lower?* MIT Press, Massachusetts.
- Steinberg, C & Nakane, M 2012, *Can Women Save Japan?* IMF, Washington, DC.
- Stevenson, B & Wolfers, J 2009, 'The Paradox of Declining Female Happiness', *American Economic Journal: Economic Policy*, vol.1, no. 2, pp. 190-225.
- Sukaj, R 2014, *Priority Areas for Bangladesh's Further Development: Inequality, Employment, and Poverty*, Bangladesh Development Research Center, Dhaka.
- Tobin, S 2017, *Gender Inequality at Work*, ILO, Geneva.

- Torraco, RJ 2016, 'Writing Integrative Literature Reviews: Using the Past and Present to Explore the Future', *Human Resource Development Review*, vol.15, no. 4, pp. 404–428.
- Turner, JC 1987, *Rediscovering the Social Group: A Self-Categorization Theory*, Basil Blackwell, UK.
- Udry, C 1996, 'Gender, Agricultural Production, and the Theory of the Household', *Journal of Political Economy*, vol.104, no. 5, pp. 1010–1046.
- Veenhoven, R 2012, *World Database of Happiness*, Erasmus Universiteit, Rotterdam.
- Verheul, I, Stel, AV, & Thurik, R 2006, 'Explaining Female and Male Entrepreneurship at the Country Level', *Entrepreneurship and Regional Development*, vol. 18, no. 2, pp. 151–183.
- World Economic Forum (WEF) 2015, *The Global Gender Gap Report 2015*, WEF, Geneva. Xie, K 2015, 'The Missing Girls from China', *Harvard International Review*, vol.36, no. 2, pp. 33–36.



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

Information Communication Technology and Social Change: A Study on the Cybercafé` Users in Mymensingh Town

Md. Abdus Sattar¹

*Assistant Professor (Sociology), Open School
Bangladesh Open University*

Md. Jahid Hasan

*Sub-registrar, Ministry of Law
Justice and Parliamentary Affairs, Bangladesh*

ABSTRACT

Information communication and technology is growing very fast all over the world. The people of Bangladesh especially the younger generation is very familiar with information communication and technology based activities. Most of the young people who live in satellite or peripheral city are connected with internet based social media and their ideas, beliefs, values sometimes affected by such type of communication. Thus, this study aimed to know the socio-cultural changes among the people who go to cybercafé. It also focused on the activities of the cybercafé users of Mymensingh town.

Key words: Information Communication and Technology, Social Change, Cybercafé etc.

INTRODUCTION

The traditional analogue telephonic communication has been changed by the influence of the modern system of information communication technology. Here the analogue telecommunication refers the analogue signals sent through wires and cables with the help of mechanical crossbar switching. This system has been replaced by an integrated system of compressed and transferable information. Nowadays the cable technology has become more efficient and less expensive due to the development of optical fiber cables. This cable connection has radically extended the numbers of channels. As a result, the impact of those communications system has been spread out from countryside to city. Information communication technology also changes the business management, work place environment, agriculture system, office management etc. The countries which have a highly developed telecommunications' infrastructures, has many links between homes and offices including telephones (both landlines and mobile phones), digital satellites and cable television, electronic mail and the internet. Thus, information technology changes in social interaction, organizational patterns and economic form, cultural and political dimensions in existing social structure.

¹Corresponding author: E-mail: sattardu85@gmail.com

SIGNIFICANCE OF THE STUDY

The rise of information technology has increased communication between people all over the world. Information technology connects people through blogs, websites, pictures, social media and other user-generated media. Globalization spreads out fast due to the changes in ICT. Information technology changes the society by linking the people through internet and make connection between physical place and social place. Various agents are engaged in social change and information communication technology is one of the most influential agents in present time. Bangladesh lives in the time of information communication technology, although the people of Bangladesh use internet in mobile hand set but this scenario is partially appropriate for satellite city not for peripheral town. So, this study has been conducted in a peripheral town. As a result, the significance of the study of information technology and social change beggars description. It has also been important to gain a comprehensive insight about the relationship between information technology and social change.

REVIEW OF LITERATURE

Faisal, M. A. (2016) conducted study titled "Information and Communication Technology (ICT), Social Changes and Transformation". He did review multidisciplinary literature to conduct his study. The author did focus on the issues of e-service of government and educational institutions and the role of technology on social interactions. He did discuss on the nature of the ICTs innovation on social development and transformations.

Kiesler, S., Siegel, J. and McGuire, T. W. (1984) conducted their study titled "Social psychological aspects of computer-mediated communication". The authors did focus on the empirical approach for investigating the social psychological effects of electronic communication and the way of social psychological research contribution to a deeper understanding of computers and technological change in society and computer mediated communication. They did conclude that difficulties of coordination from lack absence of social influence for controlling discussion, and depersonalization from lack of nonverbal involvement and absence of norms.

Marlene, E. B. and Daniel J. B. (1990) reported that the employees of an organization had increased their power and network centrality following the change in technology in their study titled "Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power". They did also discussed that early adopter of the new technology had increased the power and centrality of the employees to a greater degree than later adopters of the same technology.

Alexandra, S. and Bennett, W. L.(2011) conducted their study titled "Social Media and the Organization of Collective action: Using Twitter to Explore the Ecologies of Two Climate Change Protests". The authors had focused on the relation between transforming communication technologies and collective actions for such type of protest ecologies. They did find out three points on this issue which may focus on Twitter's cross cutting networking mechanism; embed and embedded in various kinds of gatekeeping and changing dynamics in the ecology over time.

The above literatures showed that there was no study directly related to our study. Therefore, this study would help the society and the individual to improve their ideas on the issue that we had selected.

OBJECTIVES OF THE STUDY

The broader objective of this study was to analyze the relationship between information technology and social change with special reference to the using of cybercafés. The specific objectives of this study were:

- to know the demographic information of the respondents;
- to identify the activities of the respondents in cybercafé; and
- to determine how the information communication technology bring social change.

HYPOTHESIS

"The higher uses of information communication technology, the higher socio-cultural changes among people"

METHODOLOGY

We had selected our study area in Mymensingh town where cybercafés were available and due to the rural urban differentiation in cybercafé using. The population for our study was defined as internet users who did use website in cybercafés as the changes had come to the modern form of communication system. Survey method had been used to collect information from those users in cybercafés. Random sample had been used due to the easiness of conducting this research. The scientific sample of any research is 358 respondents of total population, but here had been selected 140 samples for collecting data for this research. Appropriate sample size had not been taken here for the limitation of time, insufficient resources & communication problems. We had used a well-defined questionnaire as the instrument of data collection and the questionnaire was semi-structured. Data had been collected from primary sources based on our survey and interview with a well-defined questionnaire. However, some data had been collected from secondary source such as, from internet, various journals. On the basis of the knowledge and information from relevant literature and preliminary visit of the areas and finally the questionnaire had been finalized. The collected data had been processed and analyzed carefully to using the classification (coding) of written-in answers and the transfer of all information into computer.

FINDINGS AND ANALYSIS

Demographic information of the respondents

Among the respondents, 34.29% were between 12-16 years and 30% were between 17-21 years, 20% were between 22-26 years, 10% were between 27-31 years, 8.57% were between 31+ years. Thus the younger's were the most curious about cybercafés and the younger generation was on a greater change culturally also. The highest 71.43% of respondents were male and 28.57% were female. The majority 74.29% were student and a significance number of respondents (15.71%) were service holder. On the other hand, 7.14% of the respondent were in business and 2.86% were in different occupations.

Table 1: ICT Status of Bangladesh

Subject	2014-2015	2015-2016
Tele density	81.93%	84.43%
Internet density	30.62%	39.34%
Number of 3G Mobile subscriber	2 Crore and 68 Lac	2 Crore 88 Lac 34 Thousand 601
Number of Internet subscriber	4 Crore and 83 Lac	6 Crore and 32 Lac

Source: BTRC, 2016

VISITING CYBERCAFÉ

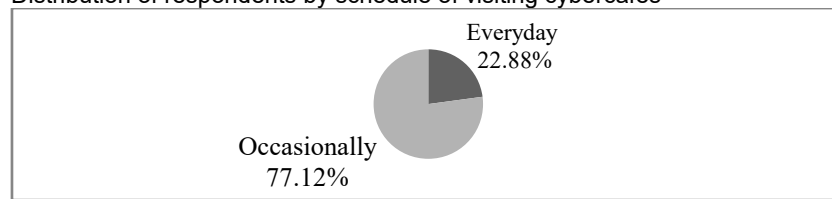
The Table 2 shows that 51.43% respondents went to cybercafés for using facebook and 11.43% of the respondents went for educational issues, 10% of the respondents went for entertainment issues, 8.57% respondents visited cybercafé for their business/professional purposes and 18.57% respondents went for other reasons.

Table 2: Distribution of respondents by the purpose of visiting cybercafé

Purposes	Frequency	Percentage
Facebook using and chatting	72	51.43
Education related issues	14	11.43
Entertainment issues	16	10
Business/professional issues	12	8.57
Others	26	18.57
Total	140	100

Source: Fieldwork, 2016

Figure 1: Distribution of respondents by schedule of visiting cybercafés

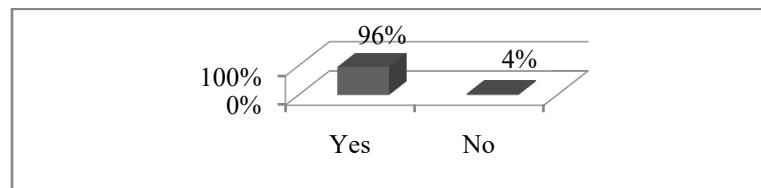


Source: Fieldwork, 2016

The majority 77.12% of the respondents went to cybercafés occasionally whereas 22.88% of the respondents went everyday (see Figure 1). Thus it was proved that a significant number of people went to cybercafé as a means of quick technology for communicating with people both in local and foreign.

In this following Figure 2 shows that the overwhelming majority 96% of the respondents had facebook account, only 4% did not have facebook account. Most of the respondent did use facebook as a social media to connect with other people or making relation with peer.

Figure 2: Distribution of the respondents having facebook account



Source: Fieldwork, 2016

The Table 3 shows that the highest 35.71% of the respondents had from 501 to 1000 friends on facebook followed by 28.57% had from 100 to 500 friends, 27.14% had from 1001 to 1500 friends, 22.85% had from 1501 to 2000 friends and 14.25% had more than 2001 friends.

Table 3: Distribution of respondents by number of friends in the facebook

Number of friends	Frequency	Percentage
100 to 500	40	28.57
501-1000	50	35.71
1001-1500	38	27.14
1501-2000	32	22.85
2001+	20	14.25
Total	140	100

Source: Fieldwork, 2016

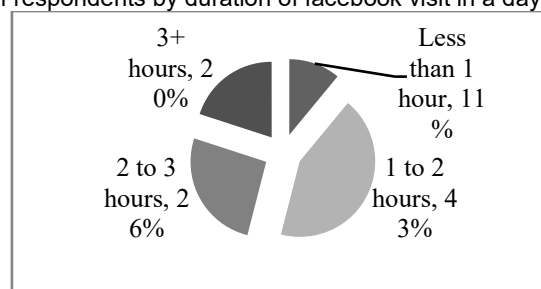
The following Table 4 shows that 38.57% of the respondents had about 20 foreign friends, 32.85% had 21 to 40 foreign friends, 17.14% of the respondents had 41 to 80 foreign friends, 11.42% respondents had more than 80 foreign friends which made the significance of relationship with foreign people that had been eased by information communication technology and it did indicate a change in social relation which was not presented in previous time.

Table 4: Distribution of the respondents by number of foreign friends in facebook

Number of foreign friends	Frequency	Percentage
1-20	54	38.57
21-40	46	32.85
41-80	24	17.14
80+	16	11.42
Total	140	100

Source: Fieldwork, 2016

Figure 3: Distribution of respondents by duration of facebook visit in a day



Source: Fieldwork, 2016

Above Figure 3 shows that 11% of the respondents did visit facebook less than one hour in a day whereas 43% of the respondents did visit facebook 1 to 2 hours in a day, 26% of the respondents did visit facebook 2 to 3 hours and 20% respondents did visit facebook more than 3 hours in a day. Thus duration of facebook usage was increasing day by day as the new type of information communication technology was being invented.

Table 5: Distribution of respondents by having computer at home

Computer at home	Frequency	Percentage
Had	82	58.57
Did not have	58	41.43
Total	140	100

Source: Fieldwork, 2016

Among the respondents the majority 58.57% had a computer at home whereas 41.43% of the respondents did not have (see Table 5). Thus, it was proved that a significant number of people had computer in home and computer knowledge was very much important for the modern society.

Table 6: Distribution of respondents by the purpose of using computer

Purposes	Frequency	Percentage
Education purposes	22	16.44
Entertainment	42	30
Net browsing	68	47.86
Business/professional	08	5.70
Total	140	100

Source: Fieldwork, 2016

The Table 6 shows that about 16.44% of the respondents did use computer for their education purposes, 30% of the respondent did use it for entertainment and the majority 47.86% of them did use it for browsing internet and only 5.7% did use it for their business/professional purposes.

Table 7: Distribution of respondents by expenditure in the cybercafé in a month

Amount of money	Frequency	Percentage
100-500	112	80
501-1000	22	15.71
1000+	06	4.29
Total	140	100

Source: Fieldwork, 2016

The overwhelming majority 80% of the respondents did spend Tk.100 to Tk. 500 in a month for visiting cybercafé followed by 15.71% of the respondents did spend Tk. 500 to Tk. 1000 and 4.29% of the respondents did spend more than Tk. 1000 for visiting cybercafé (see Table 7).

Table 8: Distribution of respondents by the knowledge of earning in internet

Knowledge of earning	Frequency	Percentage
Had	108	77.14
Did not have	32	22.86
Total	140	100
Earning through internet		
Earning	Frequency	Percentage
Did earn	20	14.28
Did not earn	120	85.72
Total	140	100

Source: Fieldwork, 2016

In Table 8, it was clear that a significant portion (77.14%) of the respondents had knowledge on earning in the internet and 22.86% of the respondents did not have knowledge about earning in the internet. By using knowledge only 14.28% respondents did earn and 85.72% did not earn money through internet.

Table 9: Distribution of respondents by respondent's parents concern about their going to cybercafé

Parents	Frequency	Percentage
Concerned	102	72.86
Didn't concern	38	27.14
Total	140	100

Source: Fieldwork, 2016

The majority 72.86% respondents' parents were concerned about their children visiting at cybercafé whereas only 27.14% didn't concern about it (see Table 9). Parents' perception on internet browsing was changed in this digital divide due to the positive spread of information technology.

Table 10: Distribution of respondents by most important subject chosen by respondent in cybercafé

Subjects	Frequency	Percentage
Facebook	70	50
Personal matter	40	28.57
Education	26	18.57
Business	04	2.86
Total	140	100

Source: Fieldwork, 2016

The Table 10 shows that 50% of the respondents' important subject was facebook and 28.57% of the respondents did emphasize on personal matter, for example, watching pornography in the internet, 18.57% of the respondents did emphasize on educational matter and only 2.86% respondents' important subject was business.

Table 11: Distribution of respondents by the importance of cybercafés in digitalization

Importance	Frequency	Percentage
Most	126	90
More	12	8.55
Much	02	1.45
Less	00	00
Total	140	100

Source: Fieldwork, 2016

The Table 11 shows the importance of cybercafés did answer by the respondents, where 90% of the respondents did indicate it 'most' important, followed by 8.55% did indicate it 'more' important and 1.45% did indicate it 'much' important which meant that the importance of cybercafés was increasing day by day in the era of globalization.

Table 12: Distribution of respondents by the usage of internet in mobile phone

Mobile phone internet	Frequency	Percentage
Had	56	40
Did not have	84	60
Total	140	100

Source: Fieldwork, 2016

Above-mentioned Table 12 shows 40% of the respondents were assumed to use internet by mobile phone and 60% of the respondents did not use internet in their mobile phone. Thus it was seen that using of internet was growing among the mobile users as information technology had created this advantage.

TESTING OF HYPOTHESIS

"The higher uses of information communication technology, the higher socio-cultural changes among people"

Table 13: Relationship between information technology and social change

Information technology and its uses	Issues related to social change			
	Having facebook account	Net browsing by mobile	The Knowledge of earning in internet	Total
Yes	122	56	108	286
No	18	84	32	134
Total	140	140	140	420
χ^2				
Degree of Freedom	Level of Significance	Calculated Value	Table Value	
2	5%	39.76	5.99	

Source: Fieldwork, 2016

CHI SQUARE TEST

In above Table 13 shows that, at 2 degree of freedom and 5% level of significance the calculated value was 39.76 and table value was 5.99. As calculated value was greater than table value, so the hypothesis was proved and did represent that the higher the uses of information technology, the higher the socio-cultural changes among people".

DISCUSSIONS

In this study overall nature and conditions of socio-cultural change had been seen in the perspective of net users who did visit facebook frequently, which had shown an observable change in socio-cultural relationship. Thus people could easily communicate with the people of the other side of the world. Individuals were more likely to connect with others and identify with global issues by the grace of ICT. Local cultural identities in various parts of the world were experiencing powerful rivals, which could be easily understood from the study. Traditional telephonic communication, which depended on analogue signals sent through wires and cables with the help of mechanical crossbar switching, had been replaced by integrated systems in which vast amount of information were compressed and transferred digitalis. Cable technology had become more efficient and less expensive.

In the era of globalization computer and mobiles are available across the world, which was understood as the main determiner for social change. In this study, it had been shown that, a significant number of individuals had computer in their home for multiple purposes whereas 32.85% for education purposes, 30% for net browsing as a result, radical socio-cultural change was happening among the users. Mobile phone was also used for net browsing whereas 40% of the respondents said that the net browsing was the elements of socio-cultural change. Due to the changes in the personal communication through cybercafé did changes values, ideas, culture to each other which did reflect by the respondents' behavior. Sometimes they did not play with the peer group because of their engagement with internet in cyber café.

Information communication and technology has given people the possibility of locating their work and their family in the same place by using computer terminals and communications systems. In this study it had been shown that only 27.14% of respondents' family knew about their interest for went to cybercafés, which signified that family was losing its control on their children. There was an important issue that family background was important to visit the cybercafés where having a well-off family background had a frequent access to the cybercafés resulting social change.

CONCLUSIONS AND RECOMMENDATIONS

This study revealed that the information communication technology was the most influential agents for socio-cultural changes. People of the present era are very much bound to ICT based social relation which focuses on the changes in the pattern of social relation. The influence ICT on social change consists of cultural factors and the effects of religion, communication system and leadership. Information communication and technology helps the people over the world to connect with the individuals and communities of people. The people express their ideas, belief and knowledge through various internet based social media. This study did conclude that by the process of communication through internet societal relations and forms social function has been changed. For the development of a country, implication of information technology will be beyond description. As we are in the globalization era, the touch of information communication technology has enlightened our thoughts, habits and values. Some recommendations are as follows:

- Formulate internet using policy
- Formulate demand based ICT policy
- Make awareness among users of cyber cafe.

REFERENCES

- Alexandra, S. and Bennett, W. L. 2011. Social Media and the Organization of Collective action: Using Twitter to Explore the Ecologies of Two Climate Change Protests, *Journal of the Communication Review*, Vol.14, Issue-3: Twitter Revolutions! Addressing Social Media and Dissent, Taylor & Francis Online
- BTRC 2016. *Annual Report: 2015-2016*, Bangladesh Telecommunication Regulatory Commission, Dhaka, Bangladesh.
- Kiesler, S., Siegel, J. and McGuire, T. W. 1984. Social Psychological Aspects of Computer-Mediated Communication, *American Psychologist*, 39(10), pp. 1123-1134. <http://dx.doi.org/10.1037/0003-066X.39.10.1123>
- Faisal, M. A. 2016. *Information and Communication Technology (ICT), Social Changes and Transformation*. 10.13140/RG.2.2.22371.60960.
- Marlene, E. B. and Daniel J. B. 1990. Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power, *Administrative Science Quarterly*, Vol. 35, No. 1, Special Issue: Technology, Organizations, and Innovation (Mar., 1990), pp. 104-127



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

Exploring the Impact of Cultural Globalization on the Changing Social Values of Young Generation: A Study on Noagoan Village, Gazipur District

Md. Kabirul Hasan¹

Lecturer (Political Science)

School of Social Sciences, Humanities and Languages (SSHL)
Bangladesh Open University

ABSTRACT

Cultural globalization refers to the expansion and intensification of cultural flows around the world. The cultural side has been greatly affected by the globalization including all its cultural elements and components, be they language, religion, customs and traditions, arts, literatures and individual and societal attitudes. This paper is made mainly on cultural changes focusing the impact on moral values and lifestyle of young people. The study finds the domination of global (western) cultural on young people that erode cultural heritage and moral values of their own. The specific objective of the study is to analyze how cultural globalization rapidly transforms the social values and living pattern in the life of young people in Bangladesh. This paper is followed by methodological triangulation. Both qualitative and quantitative methods are used for developing this paper. Interview tool is used for collecting primary data; most of the data is mainly collected from secondary sources (books, reports, published research studies, newspaper, articles, seminar papers, documents available in the internet). The study findings would be helpful for the young people to be aware about the cultural homogenization in the age of globalization. At the same time the developing countries will able to aware about the impact of cultural globalization and will able to preserve their cultural heritages or self identities more important for one's national development.

Key Words: Culture, Globalization, Young, Imperialism, Bangladesh.

INTRODUCTION

Today, the power that sponsors the dominant culture of the West is not as manifest as it once was. The military forces of the West no longer occupy the lands of the peoples they economically dominate to the extent that they once did. They do not need too. Tied in to the global economy of capitalism by decades, if not centuries, of colonial occupation, the former colonies are now inextricably bound to the West by loans, technological dependency and the consumer culture that has become an almost ubiquitous feature of life. The power of global capitalism thus represents a threat to cultural diversity insofar as its products and practices work to exclude non-western cultural practices and marginalize non-western identities and ways of being. The youth of the developing world are attracted, lured or forced into non-traditional ways of being by a great many factors, economic necessity being the most significant, and alienated from their traditional communities. Such cultural disintegration is the primary cause of problems such as the loss of

¹Corresponding author: E-mail: Kabirul254@gmail.com

linguistic, historical and spiritual traditions, the breakdown of family support structures and the loss of a locally organized political voice. Globalization is likely to be one of the dominant forces in the psychological development of the people of the 21st century. In some ways, it has been going on for centuries: Cultures have long influenced each other through trade, migration, and war. In other ways, it is just beginning: In many cultures today, people who are middle-aged or older can remember a time when their culture was firmly grounded in enduring traditions, barely touched by anything global, Western, or American. Young people in every part of the world are affected by globalization; nearly all of them are aware, although to varying degrees, of a global culture that exists beyond their local culture. Those who are growing up in traditional cultures know that the future that awaits them is certain to be very different from the life their grandparents knew. As a consequence of globalization, the challenges of creating a viable identity are perhaps greater than they have been in the past. When globalization alters and erodes traditional ways, as Giddens (2000) observed, identity 'has to be created and recreated on a more active basis than before (p. 65).' Identity becomes based less on prescribed social roles and more on individual choices, on decisions that each person makes about what values to embrace and what paths to pursue in love and work. Globalization gradually expands the proportion of the world's population that has a wide range of identity choices. At the same time, cultural diversity will continue to exist as local cultures adapt global influences to local circumstances (Hermans & Kempen, 1998) and as people continue to create self-selected cultures distinct from and sometimes in opposition to the global culture. For individuals, diversity of identity will only grow as globalization results in increasingly complex bicultural, multicultural, and hybrid identities. As local cultures change in response to globalization, most young people manage to adapt to the changes and develop a bicultural or hybrid identity that provides the basis for living in their local culture and also participating in the global culture. However, for some young people, adapting to the rapid changes taking place in their cultures is more difficult. The images, values, and opportunities they perceive as being part of the global culture undermine their belief in the value of local cultural practices. At the same time, the ways of the global culture seem out of reach to them, too foreign to everything they know from their direct experience. Our young people are changing day by day. Gradually they are possessed by some different attitude. They try to forget their golden past. Norms, values, tradition, mainly native culture is useless for them. They are now copying some other way of living. Their souls and brains are controlled by other values based on foreign culture, mainly western culture. Now question is why they are changing? What are responsible for their reverse attitudes? The answer may be the Cultural Globalization is responsible for this new trend.

OBJECTIVES OF THE STUDY

Mainly this study aims to explain,

- A) Why the young people are doing different in Bangladesh without following native values?
- B) Is the cultural globalization is influencing the value formation process among the young people?

METHODOLOGY

Both qualitative and quantitative methods are used for developing this paper. This paper is followed by methodological triangulation.

SOURCES OF DATA

The study followed both quantitative and qualitative approaches and data have been collected from both primary and secondary sources.

PRIMARY SOURCES OF DATA

Noagoan village

This village is situated at Rajabari union parishad of shreepur upazilla in Gazipur district. In 1808 when the land registration system was introduced, during that time the name of this village was Noagoan and the same time the name of this mouza was Noagoan. The Noagoan comes from two words Persian words Nou (new) and goan (village). This means new village. The village is blessed with Belay marsh. In this village there are all social classes of people. Both rich and poor families are happy in this beautiful village. There is a railway station in this village. People use this station for communication with other places. According to the census 2011 the total population of this village is 10,713. The literacy rate is more than 50%. Now the number of young population is approximately four thousands. There are green paddy fields. Many ponds are great source of fishes. This village has big playing field. Among educational institutions this village has one government high school, three non-government primary schools, and four madrasas. There are sporting clubs here. These are Surjo Tarun, Mukto Bihongo, Bhawal Tigers, Bonani Progoti Songho and Rajendrapur Sporting club. Cultural clubs such as Bhawalika khela ghor, Bonani Progoti Songho. At the same time this village has tourist group also. The Gazipur tourism and Dong Tourism are popular of them. This village is situated near the Dhaka Kapasia highway. Not far from the district. At the same time both the urbanization and industrialization are ongoing process here. So village started to lose its previous tradition. Contribution of the young to the society is changing day by day. As a result it causes different social problem. But the history of the young people was heroic. Why this changing attitude among them? This is the burning question for this village.

The young people of the village are the main target group who can explain the impact of cultural globalization. Young people age (18-35) years old are selected from the whole village as main concern. I interviewed 100 young people as a sample group including both male and female. They also come from different economic classes; different religions and social statuses. I also talk with the adults and different professional groups of people of the village.

SECONDARY SOURCES OF DATA

Secondary sources are books, reports, published research studies, newspaper, articles, seminar papers, documents available in the internet.

HYPOTHESIS

This study try to explore the indicator and reasons behind the changing circumstances of our social values, especially how young generation have been affected by the cultural globalization? This cultural globalization become a catalyst behind the changing trend of young societies and their attitude, norms, values, customs and their realm of thinking have been going through a great paradigm shift in a negative way. Our social fabrics and family bonding have been losing by the time, also emerging facilities of Science Technology have been affecting to the daily life style of young generation. This study will examine that our young generation have been subjugated by cultural globalization.

YOUNG PEOPLE

For those living in present-day Western cultures, the term youth refers to persons who are no longer children and not yet adults. In a strictly legal sense, the term is typically applied to a person from the time of their early teens until a point between the age of 16 and 21, after which time the person is legally an adult. As an adult, they are endowed privileges such as the right to vote and consume alcohol etc. Used colloquially, however, the term generally refers to a broader, more ambiguous, field of reference, from the physically adolescent to those in their late 20s. The United Nations, for example, defines youth as people between the ages of 15 and 24 years inclusive

(UNESCO 2002b). But in Bangladesh the Youth Policy defines youth as citizens aged between 18 and 35. According to the UN, the majority of the world's youth live in developing countries, with approximately 60 percent in Asia and 23 percent in Africa, Latin America and the Caribbean. The UN estimates that by 2025, the number of young people living in the South will increase to 89.5 percent (UNESCO 2002a).

CULTURAL GLOBALIZATION

The consequences of globalization were obvious on the media side, represented in the asymmetries and daily life normalization under a global model that governs the world. Globalization of media has concentrated on accidents of killing and violence, neglecting, on the other hand, many issues and problems of importance to society and that should have been given the priority, so as to build collective awareness and imagination, thus affecting the culture of people and depriving its importance (Al-Bayati, 2006). Future conflicts directed towards technology, have caused a large gap between the developed and developing countries which in turn generated ongoing conflicts between ideologies and ideas that exceeded barriers and removed the privacy of cultures of origin. Consequently, weaker peoples and nations are no longer exists (Natouria, 2001). Globalization has its most dangerous downsides on the national and cultural side, represented in the cancellation of national personality, amalgamating it into the universal one. This means pulling the person out of his cultural roots, in addition to the appearance of cultural alienation between the human being and his various cultural components, be they religion, customs and traditions, language and attitudes, weakening his being and self. Consequently, abandoning all other sides in terms of his social system (Siyam, 2004). The cultural side has been greatly affected by the globalization including all its cultural elements and components, be they language, religion, customs and traditions, arts, literatures and individual and societal attitudes. Nations are characterized by their cultures through specificities in all systems of their societies (Al-Ayed, 2004). Culture in general is facing a huge flow of globalization under the changes and developments, where some values have declined in importance and other values have emerged. For this reason, humans' ways of life, opinions and social and cultural organizations have affected, with the modern civilization and technical advancement influencing all life styles, ways and requirements (Odeh, AlZboon, 2018). The concept of cultural globalization have occupied a considerable space within the definitions available for the globalization term, owing to that culture is considered as a universal 'good' and is marketed like any other commercial good or consumer service of a special and attractive readiness, such as 'canned foods'. For this reason, many definitions have emerged, some are in the interest of globalization promoters and others are in order to refute such ideas. Promoters of cultural globalization are emphasizing that it is universal cultural component, trying to impose it as a cultural model and generalizing its standards and values to the whole word. Cultural globalization has become linked to the idea of cultural standardization or unification of the world, through the exploitation of the revolution and the global, technical, commercial and cultural communication networks, emanating from the west (Omar, 2000). This leads to unify values regarding woman and family, desire and need and consumption patterns concerning taste, food and clothing, in addition to the unification of the way of thinking, self-view and world-view and all what is expressed by behavior. Globalization calls to unify such culture, so that cultural globalization is based on the comprehensiveness concept, which means "culture without borders" (Baqradowni, 2000). It means the spread of one culture across national borders. In other words, Cultural globalization refers to the expansion and intensification of cultural flows around the world. Culture is a very broad concept and has many facets, but in the discussion on globalization, Steger means it to refer to "the symbolic construction, articulation, and dissemination of meaning." It also includes the development of a global culture, or lack thereof, the role of the media in shaping our identities and desires, and the globalization of languages.

Culture has increasingly become a commodity. Popular books and films have international markets. Harry Potter has readers almost all over the world. English movies are seen almost in all countries. Western pop music has become popular in developing countries. The reverse flow of culture is insignificant. The flow of culture is mainly from the North to the South. In the last few

years the media owners of the West have shown interest in entering developing countries. For example, Murdoch has opened TV channels (STAR News, STAR Movies and STAR Plus) in India. Cultural globalization has been facilitated by the information revolution, the spread of satellite communication, telecommunication networks, information technology and the Internet etc. This global flow of ideas, knowledge and values is likely to flatten out cultural differences between nations, regions and individuals. As this flow of culture is mainly from the center to the periphery, from the North to the South, and from the towns and cities to villages, it is the cultures of villages of poor countries which will be the first to suffer erosion. 'Now the idea made by cultural industry and mass media reach very quickly among the people all over the world (Stural, 1991). 'It is evident that one of the central features of consumer culture is the availability of an extensive range of commodities, goods and experiences which are to be consumed, maintained, and planned by the general population(Featherstone,1991).' 'The relationship between globalization and culture has been approached from a different angle. The relationship between the two is not unilinear. Both of them influence each other. Globalization lies at the heart of modern culture; culture practices lie in the heart of globalization. This is the reciprocal relationship (John Tomlinson, 1997).' Several debates have arisen about the impact of globalization especially cultural globalization. John Tomlinson is one of the scholars who have contributed a lot on the case of the impact of cultural globalization. John Tomlinson (1991) notes the importance of considering cultural practices as central to the phenomenon of globalization. Where is culture originated? It is originated from the people. What is the function of the cultural? It is used to nature the people. The person with knowledge of modern Indian culture will know about the modern Indian people.

IMPACT OF CULTURAL GLOBALIZATION

Everything is changing day by day. At the same time the total resemblance of the society are transformed towards new trends. In the name of globalization western breeze enjoy a free access through our open windows. We can say it as a destructive wind with bad intention to wash away all our basic instincts. All the norms, values, ideas, rules and regulations are mashed into disorder by the cultural globalization. Impact of Cultural Globalization is as following:

English is a dominating language which is used in business, diplomacy, computer and internet and many more. English of American variety gets fair popularity all over the world especially in South-east Asia. About eighteen per cent of the total people of the world currently speak English. There are many studies attesting to the difficulty of acquiring morphological case in second language acquisition, this result supports the idea that languages adapt to the cognitive constraints of their speakers, as well as to the sociolinguistic niches of their speaking communities (Bentz, 2013). 'There is a new kind of trade due to literature or culture. There is no place for real literature compare with the attractive advertisement (Gordimer, 1998).' Language Imperialism is dangerous for native languages. Now English is in the ruling position in the world due to language imperialism. More than one-fifth percent of the population of the world use English to communicate with others. If a student wants to get higher study; he or she has to learn English. Without this language he or she will unable to get better books or educational materials essential for study. The world famous university uses this language as their main communication medium. Linguists conclude that around 10,000 spoken languages have existed. Around 1900, it was estimated that the world's population of 1.5 billion people spoke approximately 6000 native languages, whereas today's world population of almost 6 billion speaks less than 4000, and many of those are not being taught to children (thus, they are in effect already dead). By 2100, it is anticipated that fully half of the languages spoken around the world today will most likely be lost (Davis, 1999). English is quickly becoming the most commonly taught second language for the emerging global culture.

Globalization has resulted in many businesses setting up or buying operations in other countries. Companies that operate in several countries are called multinational corporations (MNCs) or transnational corporations (TNCs). As a result one company operates factories in many countries. At the same time they try to full fill the national demand of that country. So people are habituated with having same food across the whole world. Now we can get the food of Mcdonald's all over the world. The food items and cooking process are all same of this organization around the whole

world. They provide same service across the whole world. Now it is clear that we are practicing the same culture everywhere. It is called Mcdonalization. 'McDonaldization' this notion is first espoused by George Ritzer (1993) to describe 'the process whereby the principles of the fast-food restaurant are coming to dominate more and more sectors of American society as well as the rest of the world'. Nestlé's the self-proclaimed 'Food Company of the World.' According to company information, Nestlé's currently has factories in more than 80 countries, while its products are available for sale in nearly every country (Nestle, 2003).A cursory review of its product catalog shows that it owns many brand names that are quickly and easily recognized in all corners of the globe.

There is a growing influence of global media through television, internet, etc. in shaping a new culture of young generation all over. The role of social institutions like family and state in shaping the values, attitude and behavioral pattern is declining fast. Programming of the global media is largely dominated by U.S. It is feared the European/US culture with erode and displace other cultures (Choudhary, 2007c). Family is on threat due to industrialization and urbanizations. As a result the number of nuclear families is increasing day by day. Children of this nuclear family stay alone at home or to their servants. As a result, those children are being threatened in the development of their moral values. Television and cell phone are shaping the values of the new generation. Most of the Television programs are produced based on love, violence and sex which build the character of the young boys and girls negatively causing violence, rape, acid throwing etc. Thus digital media erodes conventional moral education. In Bangladesh youths who pass their important time with the friends of Facebook, Twitter. Though social media is a platform of friendship, it spread pornography, meaningless love, frauds, and lesbianism. Besides this web world is sometimes responsible for destructive movements and crimes. Ahmad (2004) notes the high intensity of invasion of the household is done by the global electronic media, particularly television. This is changing not only thought process but also the living systems, consumption patterns, and even the very nature of such human desires as love and sexuality.

Now the multinational corporations are increasing control and monopolized the sectors of entertainment. The main aim of these multinational corporations is profit maximization. The neo-colonial powers have the controlling power with the rapid integration of global telecommunication systems. It has strengthened the symbolic and psychological means of control of the neo-colonial powers. The main purpose of this new system is pushing mainly the American culture with the ideologies of consumption, instant gratification, self-absorption and global capitalism. There is increasing commercialization of the media which focus on sex and violence-based entertainment. Pressure is exerted by media TNCs to open up the third world's domestic media sector (both electronic and print) for foreign participation. The government of India has, for instance, made policy changes to allow entry of TNCs in the electronic media (TV) (Mukharjee 2003). Bangladesh is not out of this process. Bangladesh also opened up its market for the electronic media (television). At present about 200 TV channels are in operation. Of these channels, above150 are being conducting by TNCs and they are doing business comfortably. Their programs are mainly focused on sex, love and violence which are eroding the heritage of moral culture. Family's original values when cannot adjust the actors or actress of media world, they fall down in conflict situation .The growing children don't find the right way to be cultured and civilized; behavioral discrimination misleads them into a dark world.

Today cultural violence is a common phenomenon in both national and international levels. Egypt, Bangladesh, Pakistan, Palestine, India, Myanmar, Afghanistan, Iraq, Yemen face such a violence. The negatives are reflected in the rising trend of cultural violence, armed reactions to cultural imperialism and increasing dominance of a consumer and self-oriented society leading to erosion of spiritual and community oriented values worldwide. There are deferent types of violent responses to cultural clash such as terrorism, vigilantism and extremism (Parker, 2005b:218).Extremism is a great problem in the present world. Many countries of the world are under this problem. Young people from these countries are participating with this conflict in large number, which is alarming for world peace. Bangladesh, Pakistan, India, Myanmar, Sudan, Lebanon, Syria, Afghanistan are the victims of these offensive activities.

In developing countries fashions and tastes living pattern are on rapid change, because of cultural homogenization. Burger, sandwich, pizza, soft drinks, soup are spreading among the young generation. Though the fast foods are not so healthier; but they are getting popularity instead of conventional local items (tea, local cake, shingara, poori, and so on) which are undoubtedly healthful. When fashion is a symbol of social status, money matters and social values get little priority. Actually, western blue jeans, T-shirt, Skirt, Nike and Adidas sporting shoes, sleeveless kameez are the major fashion items, which are popular among young people. It is impossible to lead the lives without these fashionable dress codes. Such a consumer culture leads the lives complicated as all the people cannot afford there.

Dr Jassim Asfour, General Secretary of the Cultural Council, Egypt said. Globalization is another term for capitalism and imperialism and all Arab Muslim need to consider it an imminent danger that is endangering our political, social, cultural and economic stability. The stability has become greatly affected by all multinational and transnational companies that have spread all over the world markets. These companies are penetrating any country's stability without even taking into consideration the political independence, national integration or national identity (Zaza, 2002). The implications of globalization on the Islamic ideology are getting threatened in Bangladesh and other oriental Muslim countries through raising the materialistic behaviors. Islamic lives styles are on rapid changes in consequences of skin fitted dresses (jeans, T-shirt, and sleeveless kameez) are gaining popularity both in rural and urban areas. Different extremist groups are formed in these developing countries with a view to establish the supremacy of their own religion. Young people are welcomed by these groups.

PRESENTATION OF DATA

The study has reveals that most of the respondents spend 25 to 30 hours per week in media consumption. At the same time all the respondents spend at least 2 and half hour per day. Table-1 shows the real figures:

Table-1: Media Consumption per Week (in Hour) of the Respondents

Time (in hour	Number	Percent
15-20	10	10
20-25	28	28
25-30	52	52
30-35	10	10
Total	100	100

The study also reveals the types of program the respondents prefer to enjoy through media for entertainment. It has been found that romance and violence are the most preferred programs (40%). Then come comedy, family drama, horror and adventures etc. (Table-2).

Table-2: The Preference for Programs

Topic	Number	Percent
Romance and Violence	40	40
Adventures	10	10
Family Drama	15	15
Horror	10	10
Comedy	25	25
Total	100	100

Among the respondents 55% percent are habituated with the Western 'fast - food' on occasions. On the other hand only 40% eat traditional food (Table-3).

Table-3: Food Habit of the Respondents

Type of Food	Number	Percent
Fast Food	55	55
Traditional Food	40	40
Others	5	5
Total	100	100

According to Table-4, 46 percent respondents are interested with Western dress. On the other hand only 19 percent respondents interested with traditional dress. And at the same time 35 percent respondents interested with Indian dress.

Table-4: Western Dress vs. Traditional Dress

Type of Dress	Number	Percent
Western	46	46
Indian	35	35
Traditional	19	19
Total	100	100

Table-5, indicates that the now young are careful about their beautification. Among respondents 22 percent have the habit of going to (Gents and Ladies) beauty parlors regularly among them female (17%) are very conscious about going parlor. About 15 percent respondents use the parlor occasionally and 63 percent do not go to the parlor.

Table-5: Habit of Going to Beauty Parlors among the Respondents

Nature of Going	Number	Percent
Regularly	22	22
Occasionally	15	15
Never	63	63
Total	100	100

Table-6 shows that most of the respondents (56%) performed religious activities occasionally. On the other hand only 19 percent respondents were regular in their prayers (Table-6).

Table-6: Performing Religious Activities of the Respondents

Frequency of performance	Number	Percent
Always	19	19
Occasionally	56	56
Some times	25	25
Total	100	100

Though most of the respondents enjoy movie in English, but among them only 5 percent always use English language to communicate with others (family, friends). 57 percent respondents use English language some times. On the other hand 38 percent use English language in school (at English classes) (Table-7).

Table-7: Tendency of Using English Language among the Respondents

Nature of Using	Number	Percent
Always	5	5
In School	38	38
Some times	57	57
Total	100	100

As the youths tend to be busy with media entertainment, they pass less time with their families. Table-8 shows that 37 percent respondents considered their relation with parents to be easy and 25 percent very close. Only 38 percent said that they are not at all easy with their parents (Table-8).

Table-8: Relationship with Parents of the Respondents

Type of Relation	Number	Percent
Easy	37	37
Very close	25	25
Not Easy	38	38
Total	100	100

The youth are very close to their friends compared to the family. When they face any problem, 68 percent of the respondents said that they consult their friends first. Only 15 percent shared with their parents and 17 percent with their siblings such as brother or sister (Table-9).

Table-9: Mental Dependency on Family and Friends the Respondents

Dependency	Number	Percent
Depends on Parents	15	15
Depends on Friends	68	68
Depends on Sister or Brother	17	17
Total	100	100

Table-10 indicates that having a love affair is the fashion of the day. 65 percent of the respondents have love affair with someone and 35 percent said they don't have.

Table-10: Number of Respondents Having Love Affair

	Number	Percent
Having Affair	65	65
Having No Affair	35	35
Total	100	100

Table -11, reveals that on occasions like birthday or 31s' night the main enjoyment partners of the respondents were friends in 76 percent cases and family in only 24 percent cases.

Table-11: With Whom the Respondents Like to Enjoy Their Occasions

Enjoyment	Number	Percent
Mostly with friends	76	76
With Family	24	24
Total	100	100

According to Table-12, 56 percent preferred nuclear family compared to 44 percent for extended family. This means that most individuals of this generation are interested to form a nuclear family.

Table-12: Preferred Family Structure of the Respondents

Type of Family	Number	Percent
Nuclear Family	56	56
Extended Family	44	44
Total	100	100

The respondents are found to be more serious about observing Western festive occasions like the 'Valentine's Day' than 'Pohela Boishak', which is our traditional festival (Table-13).

Table-13: Choice of Cultural Festival of the Respondents

Preferences	Number	Percent
Valentine's Day	61	61
Pohela Boishak	39	39
Total	100	100

According to Table-14, only 36 percent of the respondents play regularly.

Table-14: Participation on Sporting of the Respondents

Nature of Performance	Number	Percent
Regularly	36	36
Occasionally	35	35
Some times	29	29
Total	100	100

Table-15 indicates that 43 percent of the respondents are following the life style shown in the western or hindi movies. On the other hand 26 percent are not following. But among the respondents 31 percent following the others (friends, classmates, neighbors).

Table-15: Influence of Western or Hindi Movies on Respondents

	Number	Percent
Yes	43	43
No	26	26
No comments	31	31
Total	100	43

DISCUSSION AND ANALYSIS

IMPACT OF CULTURAL GLOBALIZATION ON YOUNG PEOPLE

We know that, through globalization process everyone has become connected with the whole world. And technological development has accelerated this process. Globalization is highly influencing the cultures of developing countries especially Bangladesh. Its impact is clear on culture, fashion and values of the young generation. As a Third World Country, Bangladesh is already economically dependent on First World Countries or Developed Countries. In such a situation, foreign culture is entering into the cultures of developing countries. As a result, native culture is on a threat in Bangladesh. In majority of interviews, I have tried to find out the impact of the process of cultural globalization on way of life or more importantly the value formation process. The major changes occurring in Bangladesh mainly in villages due to cultural globalization are discussed below on the basis both primary and secondary sources of data as presented before.

IMPACT ON DAILY LIFE

Young people are not able to awake from sleep early in the morning. They go to bed late at night. So this is difficult for them to have prayer. Sometimes they disagree to go school. After school they are not found at playground. According to data presented on the Table-14, only 36 percent of the respondents play regularly. Most of the respondents are not playing regularly. Because they are busy with modern technologies. They spent more time by using Facebook and watching TV. The study has revealed that most of the respondents spend 25 to 30 hours per week in media consumption. Table-1 shows the real figures in my previous discussion. As a result many of them cannot study due to time limitation. At night they use Facebook jointly with friends. Though they are in a village, but they are starting to lead a life as like the life in a city.

CHANGES IN VALUES

We can see that, the traditional value system is being changed in our country through the ongoing process of globalization. At earlier times, joint family was so much popular and younger's used to obey the oldest person. But at present time, everyone prefers nuclear family and respect on old person is decreasing. Now young people hardly meet with their relatives. 38 percent said that they were not at all easy with their parents (Table-8). In a nuclear family a young has no chance to learn norms and values. As their parents are busy with their works, children of this nuclear family stay at home alone or with servants. So they get little scope for suitable environment which is essential for value formation. Young want privacy and most of the time they do not share their personal matters with their parents. When they face any problem, 68 percent of the respondents said that they consult their friends first. According to Mr. Afsar Uddin an old person of this village- 'Now young people are too much fast in their life style, they hardly care about the norms and values.'

EFFECT ON LANGUAGE

Our mother tongue is 'Bangle'. In spite of this, the number of English medium schools and colleges is increasing in our country by day. Privatization is occurring due to globalization. In villages parents stop using traditional tongues, thinking that it will be better for their children to grow up using a dominant language. So they try to communicate with their children in English. Only 5 percent of the respondents use English always. 57 percent respondents use English some times (Table-7). Even if parents try to keep the old speech alive, their efforts can be doomed by films and computer games in English. There is another language which also influencing our young generation is 'Hindi'. So they mixed up the three languages in their daily life. Md. Kamrul Hasan a teacher of 'Taj Uddin Academy' a non-government school. He said that students are not careful about their own mother tongue. Rather they use 'Hindi' also in the school to communicate with friends.

CHANGE OF FOOD HABIT

Our main food is rice and fish. Food habit in town is different than village. But in village the traditional food are still popular. In occasion villagers eat 'Polao' and meat. Different types of cakes are also favorite food among them. But now people mainly the young part of the village are taking western food items. Pizza, Burger, Sandwich, Chicken fry are favorite food among them. Among the respondents 55% percent are used to eating Western 'fast - food'. On the other hand only 40% eat traditional food (Table-3). They live in a village but they eat these food. There are small food shops which are selling these foods. According to Md. Sorif a young conscious villager - 'There are branch of many fast food near the highway road, young people are crowded there at any occasion.'

IMPACT ON CLOTHING

Now due to cultural globalization young people are following western dress code. On the other hand the Indian culture also influences our young people's clothing. Young people use western

dress rejecting traditional native dress. In village most of the young boys wear jeans pants and some girls are also starting to use this. They also follow different Indian dresses. According to Table-4, 50 percent respondents are interested with Western dress. Because of the free trade young people can easily buy these Western or Indian dresses from any part of the world. With help of online shopping, some Western and Indian dress is also used by the young of this village also. Occasionally they use their traditional dress.

EDUCATIONAL LOSE

Education is the backbone of a nation. But now we can see that young people are busy with the modern technology not with study, though they are from a village. They spent more time with Facebook not academic book. In school they are not aware about their study; rather they spent time in making relationship, spending time on online gaming or talking about new hindi movies, songs. Romance and violence are the most preferred programs among the young people (40%) according to the study. So the spend more time with planning for having romance. Young people hardly read books beside their text books, but without studying books how they can gather knowledge. Now there is a new trend of leak out of question paper. Due to internet it is easy to collect paper from any place at any time. So the students are destroying their own future without learning rather memorizing. According Ali Askar, Headmaster of Rajendrapur High School-'As a result of using internet for long time the students are not able to concentrate on their study, at the same time they are not physically fit for study lack of proper physical exercise.'

DECLINE OF FAMILY BONDAGE

In villages as like in the cities family bondage is decreasing day by day. In Bangladesh women are becoming more conscious about their rights and participating in job sectors. But at the same time, Children cannot get their mother properly, as their mothers are job holders. As a result, the young people are wasting their time by doing illegal tasks. The young people are now addicted with modern technologies, drugs or illegal relationship. Table-10 indicates that having a love affair is the fashion of the day. 65 percent of the respondents have love affair with someone. As their parents are busy at job all the day long, they spent their maximum time with friends. Table -11, reveals that on occasions like birthday or 31s' night the main enjoyment partners of the respondents were friends in 76 percent cases and family in only 24 percent cases. Thus bad practices are converted to them from bad friends.

IMPACT ON CULTURE

Culturally we are enriching with so many colorful events. Cultural events such as jatra, drama, sporting events are arranged by the villagers. People from all classes of the village enjoy collectively. Pohela Boishak is main attraction of the village cultural. But now young people are forgetting the golden past. They celebrate 31nights with so many crowds. Valentine's Day, friendships day are favorite events enjoyed by the young villagers also. But these are not our cultural events. The respondents were found to be more serious about observing Western festive occasions like the 'Valentine's Day' than 'Pohela Boishak', which is our traditional festival (Table-13). So young are just copying the western events as demand of the present time.

IMPACT ON RELIGIOUS LIFE

A few young people of the village try to follow the rules of religion and obey them. Most of the young perform religious activities occasionally. Very little part of young is regular in their prayers. Due to cultural globalization the influence of religion is decreasing. Table-6 shows that most of the respondents (56%) performed religious activities occasionally.

POLITICAL VIOLENCE

The main themes of the western and present hindi movies are love, violence, sex. By watching these movies the young people are doing violence in political field as a practice match. So the local politics is contaminated with bad practices. This causes cruel political environment for all. 'Now young people are not aware about their rights and duties, because of bad company, addiction and forgetting past history (Mohammad Ali Sheikh, Member of Rajabari Union Parishad).'

MUSIC AND MOVIES

At earlier times, our traditional Bengali songs were so much popular such as Jari, Sari, Vauaia, folk songs etc. But now the taste about listening songs is being changed. Young people of the village like 'Hindi' songs as well as fusion songs. Indian culture is influencing the Bengali culture in this regard. The same can be seen in the Film industry where Hollywood dominates. India is a neighboring country of Bangladesh. And the culture of Bangladesh is highly influenced by the Indian culture in comparison with other cultures. The young generation of our country mostly likes to watch Hindi movies. They rarely watch Bengali movies. It is also a result of globalization. According to Md. Khairul Alam contributor of 'Bhawalika Khela Ghor'- 'In the past we heard a song by heart, but now people mainly young people do not hear rather they watch colorful music video.'

SPORTS

According to Table-14, only 36 percent of the respondents play regularly. Young people are not interested about playing in the field. Cricket and football are most popular games of this country. But young spend time on internet or playing mobile games. Physically they are weak than the young of the past. At the same time they are losing their creativity power.

FINDINGS

There have been found out several findings from the study which are stated below:

- a) Digital technology, electronic Medias, fast food, western dress code, English language and mainly transnational corporations play a vital role in cultural globalization process. The impact of Cultural imperialism is strongly established over the whole world. All most every corner of the world is integrated through the process of cultural globalization. New global culture dominates most of the countries of this universe.
- b) The culture of developing country is integrating with the western culture getting new concept of cultural homogenization. As a result, cultural heritage is on erosion. At the same time young people from these developing countries, from town or village are possessed by the new cultural values, ideologies and more importantly by the life style. And main source of these values are western culture, based on consumption, instant gratification, self-absorption and global capitalism.
- c) New lifestyles are getting popularity rapidly in the developing nations through the young generation. They blindly follow the global culture with help of internet, losing native cultural heritage and social values. And is the transnational corporations are helping to make a world where everybody will follow same life style with the use of same type of products from capitalists companies.
- d) As a result mainly in developing countries the young people are not following the native social values, ideologies. Which causes a big gap among the elder and young people. Different social problem are arises for this new social environment.

RECOMMENDATIONS

These are as followings

- a) Family can play vital role to make awareness among the young people about the bad effect of cultural globalization. Because every family is an important organization for socialization of every young people.
- b) Educational institutions are important place to teach them about the importance of cultural development. At the same time young people can get knowledge about their cultural heritages from educational institutions. Are essential for their social value formation process.
- c) Religious rules and regulations should follow and obeyed by the young people. By following religious belief young people will be able to overcome the negative activities, are harmful for them and also for the society.
- d) They should be aware about the cultural history of the country, and work for the improvement of own culture by studying about it not forgetting it.
- e) The sources of entertainment are a very important issue. Due to technological development it is difficult to identify a better source of entertainment among the various sources. We should take good and native sources not the bad or foreign sources of entertainment.
- f) The government can play a crucial role for improving this negative effect of cultural globalization among the young by implementing effective policies to the related issues. Such as by controlling the cable TV telecasting, making social awareness, punishing cybercrime etc.
- g) The arrangement of national and important cultural days should include young people.
- h) The elders should communicate with the young in every issue regularly. By giving enough time and talking about every important issue related to daily life young people will be benefited.
- i) Sex education is essential to learn what is harmful for the young. Both families and educational institutions are equally responsible for making a suitable environment where young curious people can easily get the basic information about this and also be able to cope with the challenging situations.
- j) Physical exercise or playing in the field should be introduced by every institution which is working with the young people.
- k) Different types of national competition (music, dance, drawing, sports) should be arranged regularly for the young through the whole year.

CONCLUSION

It is finally viewed that cultural globalization touches all human lives and plays a strong role in transformation of moral values and lifestyles in Bangladesh especially among the young people. Though a person lives in village but he or she is not out of the impact of cultural globalization. The process brings some opportunities; but it also poses challenges for the poor nations. Advantages of globalization process have to be availed by overcoming the obstacles. Without negotiating skill, tactful diplomacy, ICT knowledge, technology transfer, proper policy management, human resource and so on, no country avails the global opportunity. The developing countries like Bangladesh should be aware about the cultural globalization. Because its negative impact on young generation is dangerous. By following western culture in every sphere of life they are representing global culture in their own nation. Language, food habits, dress code, ethical and moral values, family tie all are on a threat due to cultural globalization. Now not only town but also villages are captured by this cultural globalization with the process of urbanization, fast food, English medium school, Internet. The policy makers can be helped by the different data and information resulted in the study. This study may enable the people mainly young people of all walks to awaken of cultural hybridization. Social and cultural workers can get valuable information to formulate cultural policy and action plan with help of this study.

REFERENCES

- Adorno, T. (1991). *The culture Industry*, London: Routledge.
- Ahmad, A. (2004). *On communalism and Globalization: Offensive of the Far Right*, New Delhi: Three Essays Collections.
- Al- Ayed, H. (2004). *The impact of globalization on the Arab culture* (1st Ed.). Beirut: Dar Al Nahda Al Arabeya.
- Al-Bayati, Y. (2006). *Global communication: Information community and papers community* (1st Ed.). Amman: Dar Al Shorok For Publishing & Distribution.
- Arguing Globalization: Propositions Towards an Investigation of Global Formation; *Globalizations*, vol-2, 2005, pp.193-209.
- Baqradoni, K. (2000). In his comments on Mr. Yaseen' paper "in the concept of globalization", in: *Arabs and globalization, researches and discussions of the intellectual seminar organized by the Centre for Arab Unity Studies*, Mr. Yaseen et.al, edited by: Osama Ameen Al-Khawli, Beirut: Centre for Arab Unity Studies (3rd ed).
- Bentz, C., & Winter, B. (2013). *Language Dynamics and Change*. *Global Media Journal*, 3(1), 1-27.
- Carr, D. (2013). *Reality Television and Arab Politics: Contention in Public Life*, *Global Media Journal*, 12(22).
- Choudhary, K. (2007). *Globalization, Governance Reforms and Development: An Introduction*. In K. Choudhary (Ed.), *Globalization, Governance Reforms and Development in India*, New Delhi: Sage Publications.
- Davis, W. (1999). *Vanishing Cultures*. *Natl. Geogr.* 185 (8), 62–89.
- Featherstone. M. (1991). *Consumer culture and Post modernism*; London, sage: 1, 114.
- Giddens, A. (2000). *Runaway world: How globalization is reshaping our lives*, New York: Routledge.
- Gordimer, Nadine (1998). *Cultural Globalization: Living on a Frantierless Land*, Cooperation south. New York: UNDP, No.-2, 1990.
- Harrison, L.E., Huntington, S.P. (2000). *Culture Matters: How Values Shape Human Progress*. Basic Books, New York.
- Hermans, H. J. M., & Kempen, H. J. G. (1998). *Moving cultures: The perilous problems of cultural dichotomies in a globalizing society*. *American Psychologist*, 53, 1111–1120.
- Impact of Western Culture in Bangladesh. *Www.academia.edu*. Retrieved 20 March 2016.
- Koehane, Robert O. and Joseph S Nye Jr (2000). *Globalization: What's New? What's Not? (And So What?)* Foreign Policy.
- Kraidy, M. M. (2010). *Satellite television's Reinvigoration of Arab Polities Reality Television: Arab Politics: Contention in Public Life*. London: Cambridge University Press.
- Lash, S. and Lury, C. (2007). *Global Culture Industry: The Mediation of Things*, Cambridge: Polity.
- McMurty, John (1997). *The Plan to replace responsible government*. *The Globe and Mail*, June 17, 1997.
- Miller, D. (1995). *Acknowledging Consumption*. London: Routledge.
- Mukherjee, A. (2003). *Audio-visual Policies and International Trade: The Case of India*. HWWA Report 227. Hamburg: Hamburg Institute of International Economics

- Natouria, A. (2001). *Globalization and its impact on the third world: Challenge and response* (1st Ed.). Amman: Dar Zahran.
- Nestle, 2003. <http://www.nestle.com/Html/About/index.asp>.
- Odeh, T., & AlZboon, M. (2018). The Extent of Practicing Social Interaction Skills by Jordanian Elementary School Students in accordance with Carl Orff's Approach to Music Education, *Modern Applied Science*, 12(3), 95-104.
- Ohmae, K., (1996). *The End of the Nation State: The Rise of Regional Economies*. Free Press, New York.
- Omar, A. (2000). Media Globalization and its effect on consumer, *Al mustaqbal Al Arabi*, Issue -6, Beirut, pp. 71-89.
- Parker, B. (2005). *Introduction to Globalization and Business*. New Delhi: Response Book.
- Paz, O., (1985). *The Labyrinth of Solitude*, Grove Press, New York.
- Phillips, T. (2007). *Brazilian Carnival Loses its Rhythm to Foreign Djs'*, *The Guardian*, 12 February, P.16.
- Shields, R. (ed.) (1992). *Lifestyle Shopping*, London: Routledge.
- Siyam, W. (2004). The chances of success of small enterprises in the context of globalization. Economic prospects.
- Stural Hall. (1991). 'The local and the Global: Globalization and Ethnicity', King op. cit. London: Macmillan.
- Tomlinson, J. (1991) *Cultural Imperialism*. Baltimore: Johns Hopkins University Press.
- Tomlinson, J. (1997). Cultural Globalization and Cultural Imperialism, in Ali Mohammadi (Ed.). *International Communication and Globalization*. London: Sage. pp. 170-190.
- The United Nations Population Fund (UNFPA) of World Population Report 2014*.
- UNESCO, (2002a). Local & Indigenous Knowledge, Paris, UNESCO, http://portal.unesco.org/culture/ev.php?URL_ID=1554&URL_DO=DO_TOPIC&URL_, accessed January 2003.
- (2002b). *Universal Declaration on Cultural Diversity*, Paris, UNESCO, 1, (7-59).
- Zaza. B. (2002). Arab Speakers See Threat to Culture by Globalization. *Gulf News*.
- Zwingle, E., 1999. A world together. *Natl. Geogr.* 185 (8), 6–33. <http://dx.doi.org/10.1163/22105832-13030105https://albd.org/index.php/en/updates/news/4537-cabinet-approves-youth-policy-2017>, <http://www.thedailystar.net/rise-of-youth-51048---> 12:00 AM, November 19, 2014 / LAST MODIFIED: 01:53 AM, March 08, 2015, <https://youngbangladesh.com/--05-06-October-2017>



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

Human Resource Management (HRM) Practices in National NGOs of Bangladesh: Problems and Suggestions

Dr. Md. Mayenul Islam¹

Professor, School of Business
Bangladesh Open University

ABSTRACT

Human Resource Management (HRM) is very important in an organization especially in NGO sector. Many issues arise in the organizations which need to be resolved and HR managers are the persons who resolve these problems. The study analyzes the HRM functions practiced by selected national NGOs of Bangladesh towards improving their better services in future that can contribute to the economic development of Bangladesh and finds out the major problems faced by the national NGOs in Bangladesh regarding HRM practices. The sample of the study, selected using random number table, consisted of 40 respondents from two national NGO's. The study reveals that national level NGOs made average practices of HR functions resulted in employees' good performance. The study identifies nonscientific and vague policy, among others, as the main problem of HRM practices in national NGOs. The study also suggests the ways to overcome the identified problems.

Keywords: HR Practices, Non Government Organization (NGO), National NGO, Problems.

INTRODUCTION

Human Resources Management (HRM) is concerned with the "people" dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to high levels of performance, and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives (David & Stephen, 1999). Human resources management is considered as an important issue in organization. The various aspects of HRM are essential for any business to become successful. Especially national and multinational companies, private sectors and Non-Government Organization (NGO) sectors are trying to incorporate HRM in organizational policy and strategy. So HRM is becoming an emerging issue for organizational development. In Bangladesh, initially it was welfare and discipline oriented personnel management and then slowly came the concept of scientific management. The developed countries have established through various research studies that the trained and developed manpower is considered as vital resource for organization and the main concern of HRM is to ensure the right person in right place.

The human resource management practice includes human resource planning, recruitment, selection, training and development, performance appraisal, compensation and rewards and utilization of employees based on the values and systems followed in an organization. Human resource management practices increase organizational performance as well as develop and maximizes organization's ability. Bawa and Jantan (2005) investigated the relationship between

¹Corresponding author: Email: islammayenul@yahoo.com

human resource (HR) practices and employee turnover in Malaysia where companies are generally experiencing labor shortage and labor turnover. The results of this study showed that (1) staffing process and employee monitoring were effective in reducing involuntary turnover, and (2) none of the HR practices were effective in reducing voluntary turnover.

The national NGOs in Bangladesh are rarely practicing human resource management effectively (TIB, 2006). Private sector specially garments and other industries in Bangladesh are operating their manpower by personnel department; not by HRD in almost cases. Their main concern is to keep personnel files and records, to deal grievance, administrative and labor law related issues. They are not concern about strategic HRM to incorporate human resource management into corporate strategy. The multinational companies in Bangladesh are in a bit developed condition in sense of HRM practices; but are not what they should ideally be. In NGO sector of Bangladesh, the international organizations are more capable than the national and local other organizations regarding HRM practices (Hossain, 2014). The national NGOs in Bangladesh are trying to implement the standard practices of HRM. Today one of our basic problems in Bangladesh is the managerial vacuum which has been further aggravated by the absence of opportunities for training and development of managers. There are institutes for management development but the quality of training is not up to the required standard. In Bangladesh today we have more than 160 million people but we do not have adequate human resources. People can be converted into resources when they are imparted necessary knowledge and skills. Based on national strategy the organizations here are more concern about their productivity; but are not well aware about how the quality product can be increased. So in true sense the HRM practices are neglected here.

STATEMENT OF THE PROBLEMS

HRM is very important in organization especially in NGO sector. There are many issues arise in the organizations which need to resolve and HR managers are the person who resolve these problems. The foremost and prime HR function in any organization is recruiting the right person and then getting required quality and quantity of work in line with organizational goals which uses various tools and techniques for motivation, appraisal, training, cross cultural management, emerging issues in personnel laws like sexual harassment etc.

The role of NGOs is more or less familiar to people of Bangladesh regarding their contributions to country development. Now NGOs are considered as development partner; not only in government view, but also donors' point of view. About four decade journey, NGOs in Bangladesh have increasingly become subject to questions and criticisms. Their roles, functions and long term objectives have been questioned by different stakeholders (Hossain, 2000). Very recently the question raised to NGOs basically on internal management system which will be ensured through effective practices of HRM in organization. In the era of modern management, human resource management is considered as emerging part for overall organizational development. Developed countries have considered HRM practices as integrated approach for developing overall organizational strategic plan. The strategic perspective of human resource management looks at the long term implications of human resource decisions and integrated the human resource strategy with the organizational overall strategy to reach the goal (Anthony, 1993). So developing country like Bangladesh can follow the strategic approach of developed countries such as United States, United Kingdom and Japan etc. through integrating HRM practices with organizational strategy.

Previous research report identified some specific problems in national NGO sector of Bangladesh, which are considered as barriers against organizational as well as country development. In a recent research report, Transparency International Bangladesh (TIB, 2006) showed that in Bangladesh NGOs have various problems in terms of transparency, accountability and good governance. Among these, lack of human resource management practice is obviously significant. The report also explained that the collaboration of NGOs and its activities are expending. So the challenges of NGOs are increasing in parallel with its collaboration. According to the report, the present challenges of NGOs are lack of efficient workforces, lack of proper training and

development plan, employee high turnover rate, salary discrimination, absence of women employee in senior management position and non- effective management in organization etc.. Besides, the researchers of relevant field are assuming that the challenges of NGOs and its internal management system would be more extreme in near future. On the other hand, another study on “NGOs and Development in Bangladesh: Whose Sustainability Counts?” cited by Davis (2006), suggested that NGOs need to develop innovative way in Bangladesh to face the challenges of sustainability. NGOs have an important role to play by facilitating their self development and need to balance the major issues against their own concerns for organizational sustainability.

The all above problems and challenges are directly or indirectly related with the organizational effective human resource management practices. Lack of effective human resource management practices causes de-motivation and dissatisfaction among the employees in an organization, which obviously influences on the employee turnover rate. An effective human resource management system always ensures Equal Employment Opportunity (EEO) and removes all types of discriminations in organization. So lack of effective human resource management system in an organization occur discriminations in different stages. Gender based discrimination (example: less salary and training facility for women employee) is well known in Bangladesh perspective. In NGO sector such type of problem is also visible. Generally assume that the present scenario of HRM practices in NGO sector of Bangladesh is not satisfactory and very hardly it is goal oriented. Very few NGOs in perspective of Bangladesh are conscious about the broad aspect of HRM and its functions. Basically it is not a good example for NGO sector development and also its prospective future. In these circumstances, ensuring effective human resource management practices in NGOs of Bangladesh can be a proper solution for organizational development as well as country development.

OBJECTIVES OF THE STUDY

The main objective of the study is to evaluate the functions of HRM practices in national NGOs of Bangladesh. The other specific objectives of the study are as follows:

- (i) To explore the perceptions of the selected human resources on HRM practices.
- (ii) To examine the relationship between employee performance and HRM practices in selected NGOs.
- (iii) To find out the major problems faced by management and employees of the NGOs in Bangladesh regarding HRM practices.
- (iv) To recommend ways for the development of HRM practices overcoming the problems in national NGOs of Bangladesh.

REVIEW OF RELATED LITERATURE

So many studies have been conducted on different aspects of human resource practices in Bangladesh and abroad. Among these, a brief summary of some relevant past studies is given below to justify the suitability and logical ground of the study.

According to Lekorwe (2007) it is the complementary efforts of NGOs and interest groups that good governance can be promoted. NGOs also help to ensure that government's goods and services can be reached to the grassroots, the poor, the disadvantages in society and the marginalized. They also help citizens participate and influence the decision making process as well as the management of public affairs.

NGOs are also involved in employment creation, micro-credit/financing, economic development, skills training, gender awareness and action, peace and human rights, informal economic activity, anti-corruption, poverty reduction and advocacy on policy reforms (Lekorwe, 2007). They operate across sectors, regions and direct their services towards the community, the deprived and underprivileged as well as the general public. NGOs are not homogenous actors. They differ in activities, structure, organization, resources, leadership, membership, ideology and aspirations.

Contemporary Organizations are placing much value on human resources considering their relevance as an important asset necessary to survive and achieve sustained competitive advantages. In spite of this, the usage of effective human resource management (HRM) practices in many local Non Governmental organizations (NGOs) is often low in the list of management priority (Batti, 2014). According to Batti (2014) Successful NGOs are those that recognize the significance of the human element on organizational success and emphasize on their development, satisfaction, commitment and motivation in order to attain desired objectives. NGOs often do not realize the relevance of effective management of human resources to the wellbeing of the organization and hence do not invest adequate time or resources to build their capacity in necessary human resource competencies (Batti, 2014).

Most of the local NGOs formed in Ghana depend on voluntary staff to run their programs and activities; as a result they do not have control over the quality of labor they obtain. Their staffing levels are determined by those who volunteer their services. Some of the personnel used to run the affairs of the local NGOs are not well trained to effectively carry out their duties (Gyamfi, 2010).

Leworke (2007) suggested that lack of well trained and experienced human resources limits the extent to which local NGOs are able to manage their day to day affairs and their capacity to plan, appraise, implement and monitor their projects and programs. He maintains that most knowledgeable and experienced volunteers do not normally provide adequate support for NGOs activities because of the limited time they have to render their services. However, Ibrahim and Muhtesem (2006) revealed that not all people working for local NGOs are volunteers. There are paid staff who typically receive lower pay than in the corporate private sector. As a result staff turn-over is high in local NGOs. They further mentioned that the poor quality of training or lack of importance attached to training local NGO workers contribute to the organization inability to raise funds.

Batra and Bhatia (1997) reported that identification of training needs of manpower time to time and taking action towards all around development of human resources with a view to help the organization to achieve its pre- determined goals on the basis of efficient working of its trained and activated man power are the emerging issues for human resource development in Public Enterprises.

The scope of management in general and personnel in particular has changed considerably, covering more the scope and responsibilities of human resource management (Nair & Nair, 1999). However American Society for Training and Development (ASTD, 1983) conducted fairly an exhaustive study in this field and identify nine board areas of activities of human resource management. These are: human resource planning, design of organization and job, selection and staffing, training and development, organizational development, compensation and benefits, employee assistance, union/labor relations and personnel research and information systems.

Kuraishi (1990) made a study on "Human Resource Management: Emerging Trends and Policies" to show the innovations and changes of HRM as a part of general shift that have a great impact on the roles and skills and capabilities of the human resource managers. The study observed a dramatic change in the role, structure and power of human resource functions.

Bhangoo and Dhaliwal (1997) suggested that suitable and perfect recruitment, selection procedure, training and developmental programs and promotional avenues should be preferred by the workers as a way to develop and maintain an effective and good industrial workforce in the industry. Bhatnagar and Sharma (2005) identified that correlation coefficients were mostly significant and positive for the variables and sub-variables of strategic HR roles and organizational learning capability.

Huda, Karim and Ahmed (2007) made a study on the HRM practices of 20 NGOs of Bangladesh. It was identified from the study that the HR challenges faced by the NGOs were shortage of qualified candidates, insufficiency of qualified female candidate, poor academic background of applicants in the suburban and rural areas, and the lack of training infrastructure and training need analysis.

Davis (2006) carried out a study on “NGOs and Development in Bangladesh: Whose Sustainability Counts?” to analyze the program as well as institutional sustainability of NGOs in Bangladesh. The study showed that the sustainability of NGOs and the career of its employees depend on the sustainability of development programs. The goal of service delivery of NGOs is to make a path of community empowerment and now the NGOs are considering as the largest service providing organizations in Bangladesh; but their role with respect to the poor, business and government has become increasingly subject to debate.

Dhilnam and Mohanty (2010) revealed that a significant relationship exists between HRM practices, effective organizational commitment, employee satisfaction and turnover intent. All HRM practices and attitudinal outcomes have significant negative relationship with turnover intent.

Jahur, Absar, and Hossain (2003) examined the training programs of two leading NGOs of Bangladesh. They studied the training needs assessment process, training methods, and training effectiveness of BRAC and Proshika. They uncovered that both the NGOs used very sophisticated techniques in assessing training needs. They also found that effectiveness of the training programs offered by the NGOs was very high.

No exact estimation for the number of NGOs in Bangladesh can be found due to the absence of registration practices with one authority (Zohir, 2004). Including the non-registered entities, the number can range from 19,000 to 24,000 (Zohir, 2004; Banglapedia, 2011; Wikipedia, 2011). This large number indicates that NGOs play as dynamic entities in the development of Bangladesh. As the NGOs are human resources intensive organizations, it is very usual that the performance of the NGOs will depend on employee performance (Zohir, 2004). It is evident that trying to explore performance appraisal within the organizational context can help not only to improve the organization’s performance but also provides an opportunity to contribute in the performance appraisal research (Bernardin & Villanova, 1986).

METHODOLOGY OF THE STUDY

Research Design

The present study is descriptive in nature. The methodology followed in carrying out the study is as follows:

Types and Sources of Data

Both primary and secondary data were used in the study. The sources of primary data included the employees of two NGOs and the sources of secondary data were books, journals, website, etc.

Sample Design

The population of the study consists of 687 employees of two NGOs selected from national level NGOs of Bangladesh, the particulars of which are as follows:

Table-1: Particulars of the Selected NGO

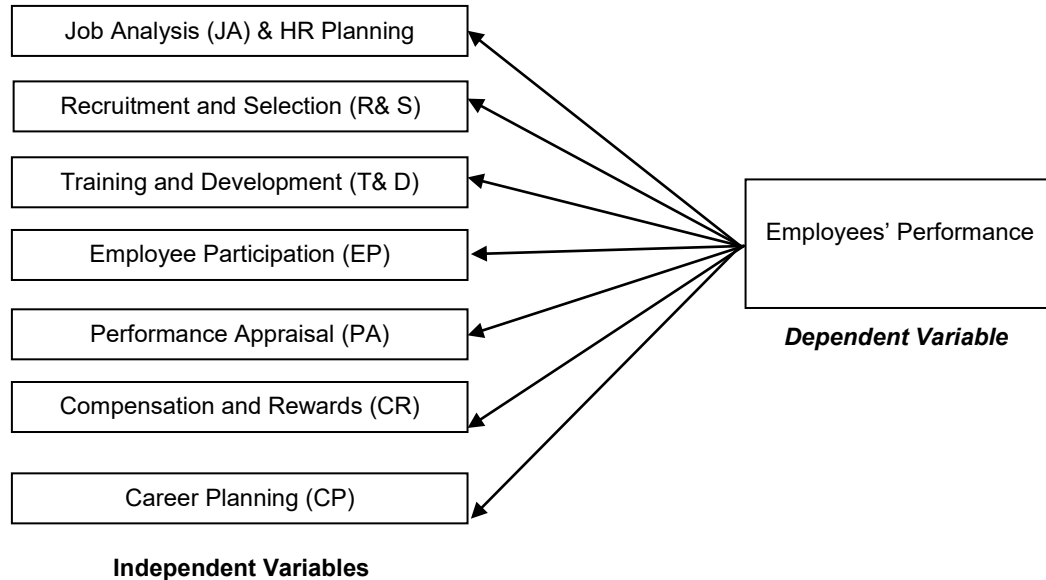
S.N	Name of Organization	Status	Working Areas	Total Employees	Total Respondents
1.	Gono Unnayan Prochesta (GUP)	National	15 districts	355	20
2.	Madaripur Legal Aid Association (MLAA)	National	13 districts	332	20
Total				687	40

Source: Official Record of the Selected NGOs

This study was based on the sample of 40 managerial (executive) employees selected randomly from two national NGOs. The data were collected personally by the researcher with an assurance that the information obtained would be kept confidential. Most of the respondents were from the middle level management who are related to HR practices, with an assumption that they would possess an accurate and comprehensive perception of the HRM practices.

Variables Covered

The effective practices of human resource management have been defined and measured based on the selected independent variables in the study which lead to better employees' performance. The dependent and independent variables showed in the following model:



Data Collection Procedure

The study was basically based on primary data which were collected by the researcher himself by a specially designed questionnaire. Besides this, observation checklist was also used for collecting data from the selected national NGOs. The questionnaire was designed based on seven independent variables and one dependent variable. Each variable contained some statements those are scored in numerical value 1, 2, 3, 4 & 5 by rating scale which represents poor, below average, average, good and excellent respectively. The score 5 indicated maximum value in terms of respondent's consent and the score 1 indicated minimum value of the same. Two open-ended questions were asked to identify the major HRM problems as perceived by the management and employee. Another open-ended question was asked to identify some suggestions to solve the identified problems. The average score value of some statements under each variable in this study is input for findings. The secondary data were amassed by desk research, library and website visit.

Statistical Techniques Used for Data Analysis

In this study, the statistical analysis based on the collected data was done by computer based well recognized program SPSS (Version- 11.5). The following techniques were used in analyzing the data collected from both primary and secondary sources.

Effectiveness of human resource management activities were analyzed highlighting the recruitment and selection, training and development, job analysis, employee participation, employee performance appraisal, compensation and rewards, career planning, job satisfaction and motivational aspects.

RESULTS AND DISCUSSIONS

The Human Resource Management Practice in an organization is measured in this study based on seven HRM functions which are also considered as independent variables of the study like Job Analysis and HR Planning, Recruitment and Selection, Staff Training, Employee Performance Appraisal, Employee Participation, Compensation & Rewards and Career Planning and the Employees' Performance is considered as dependent variable. The analysis finally presented the following results.

Table-2: Respondents Perception Regarding Human Resources Management Practices (N=40)

SL	HRM Practices	Employee Perception on HRM Practices Frequency (Cumulative Percentage)				
		Poor=1	Below Average =2	Average=3	Good=4	Excellent ≥5
1.	Job Analysis (JA) and HR Planning (HP)	3 (7.5)	22 (62.5)	15 (100)	0 (100)	0 (100)
2.	Recruitment and Selection	3 (7.5)	11 (35.5)	18 (80)	8 (100)	0 (100)
3.	Staff Training	3 (7.5)	26 (72.5)	11 (100)	0 (100)	0 (100)
4.	Employee Participation	0 (0.0)	0 (0.0)	20(50.0)	19 (97.50)	1 (100)
5.	Compensation and Reward	0 (0.0)	0 (0.0)	20(50.0)	19 (97.50)	1 (100)
6.	Career Planning	3 (7.5)	11 (35)	18 (80)	8 (100)	0 (100)
7.	Employee Appraisal	3 (7.5)	11 (35)	18 (80)	8 (100)	0 (100)
8.	Employee Performance	0 (0.0)	3 (7.5)	18 (52.5)	19 (100)	0 (100)

Source: Field Survey

In Table-2 the statistical analysis identified the levels of HRM practices in national NGOs, Job Analysis and HR Planning shows 55 percent below average and 37.5 percent average results which is not satisfactory, Recruitment and Selection practice shows 45 percent which is average and 20 percent good results, Staff Training shows maximum 65 percent average and 27.5 percent good results, Employee Appraisal shows maximum 45 percent average and 20 percent good results, Employee Participation got 52.5 percent average and 47.5 percent good results, Compensation & Rewards got maximum 52.5 percent average and 47.5 percent good results, Career Planning shows 45 percent average and 20 percent good results. As a result, Employees' Performance, as only dependent variable, showed maximum 47.5 percent good and 45 percent average results.

The above results shows that the National level NGOs are moderate practitioners of HRM functions and have been tried to maintain organizational values and culture. In National NGOs, job description and rights and responsibilities of every employee are more or less clearly defined. They tried to conduct average system to staff recruitment and selection process based on project planning as well as the staffing of employees here also considered availability of right people in right place. In National NGOs, Staff training and development policies and mechanism is good and satisfactory. In case of employee performance appraisal they couldn't follow the latest scientific mechanism but tried to maintain Annual Confidential Report form. So assessing training needs and providing rewards and promotions for staffs sometimes couldn't avoid the partiality and nepotism. The salary and compensation package as well as other financial and non-financial rewards in National NGOs is not alluring and attractive but competitive based on native market and standard.

In Pearson Correlation Analysis, Table-3 showed that the positive correlations between dependent variable and all independent variables and especially Compensation & Rewards (.914), Employee Participation (.914), Employee Performance Appraisal (.828), Career Planning (.828), Recruitment & Selection (.828) and Staff Training (.777) are highly correlated to Employees' Performance.

Table-3: Matrix Correlations of Employee Performance and HRM Practices

		Recruitment & Selection	Staff Training	Job Analysis	Employee Appraisal	Employee Participation	Compensation & Rewards	Career Planning	Employees' Performance
Recruitment & Selection	Pearson Correlation	1	.412(**)	.818(**)	1.000(**)	.722(**)	.722(**)	1.000(**)	.828(**)
	Sig. (2-tailed)	.	.008	.000	.	.000	.000	.	.000
	N	40	40	40	40	40	40	40	40
Staff Training	Pearson Correlation	.412(**)	1	.045	.412(**)	.647(**)	.647(**)	.412(**)	.777(**)
	Sig. (2-tailed)	.008	.	.783	.008	.000	.000	.008	.000
	N	40	40	40	40	40	40	40	40
Job Analysis and HR Planning	Pearson Correlation	.818(**)	.045	1	.818(**)	.192	.192	.818(**)	.414(**)
	Sig. (2-tailed)	.000	.783	.	.000	.236	.236	.000	.008
	N	40	40	40	40	40	40	40	40
Employee Appraisal	Pearson Correlation	1.000(**)	.412(**)	.818(**)	1	.722(**)	.722(**)	1.000(**)	.828(**)
	Sig. (2-tailed)	.	.008	.000	.	.000	.000	.	.000
	N	40	40	40	40	40	40	40	40
Employee Participation	Pearson Correlation	.722(**)	.647(**)	.192	.722(**)	1	1.000(**)	.722(**)	.914(**)
	Sig. (2-tailed)	.000	.000	.236	.000	.	.	.000	.000
	N	40	40	40	40	40	40	40	40
Compensation & Rewards	Pearson Correlation	.722(**)	.647(**)	.192	.722(**)	1.000(**)	1	.722(**)	.914(**)
	Sig. (2-tailed)	.000	.000	.236	.000	.	.	.000	.000
	N	40	40	40	40	40	40	40	40
Career Planning	Pearson Correlation	1.000(**)	.412(**)	.818(**)	1.000(**)	.722(**)	.722(**)	1	.828(**)
	Sig. (2-tailed)	.	.008	.000	.	.000	.000	.	.000
	N	40	40	40	40	40	40	40	40
Employees' Performance	Pearson Correlation	.828(**)	.777(**)	.414(**)	.828(**)	.914(**)	.914(**)	.828(**)	1
	Sig. (2-tailed)	.000	.000	.008	.000	.000	.000	.000	.
	N	40	40	40	40	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed). * Dependent Variable- Employees' Performance

Table-4: Problems Faced by the Management of NGOs (N=20)

Source: Field Survey

HRM Practices	Perceived Problem regarding HRM Practices	Percentage of who hold express view (multiple response)
Job Analysis	Job Description of each job is not clearly defined	05%
	Job Description is in almost case formal; not functional	05%
Recruitment and Selection	Policy and strategy is produced but not functional	20%
	Selection process is in scientific or not proper and transparent	30%
Staff Training and Development	Training Needs are not assessed properly based on employees' actual needs	10%
	Staff training is not sufficient and every staff can't get equal opportunity for training	10%
Employee Appraisal	Appraisal System is not scientific and development oriented	15%
	The objectives of Appraisal System is not clear to all employees	20%
Employee Participation	Employees active participation is not ensured in decision making process	15%
	Gender issue isn't considered in organization as a benchmark of employee participation	15%
Compensation and Rewards	Employee Performance is not considered as basis in reward system in organization	10%
	Salary and other benefits are not competitive to market	10%
Career Planning	Organization has not long term career plan for employees	25%
	Employees haven't enough scope for promotion	20%

The results (Table-4) show that most important problem perceived by management is selection process where is scientific or not proper and not transparent. The next problem regarding recruitment and selection practice is policy and strategy is produced but not functional. Next significant problem is that the organization has no long term career plan for employees and the employees haven't enough scope for promotion. Other problem is that the training needs are not assessed properly and not based on employees' actual needs, and also staff training is not sufficient and every staff can't get equal opportunity for training, job description of each job is not clearly defined and job description is in almost case formal; not functional, and appraisal system is not scientific and development oriented, the objectives of appraisal system is not clear to all employees, employees active participation is not ensured in decision making process and, gender issue isn't considered in organization as a benchmark of employee participation and salary and other benefits are not competitive to market, organization has not long term career plan for employees and employees haven't enough scope for promotion.

Table 5: Problems Faced by the Employees of Selected NGOs. (N=20).

Rank order	Perceived Problems Regarding Human Resource Practices	Percentage of the employees who hold the views (%)
1.	Separate HR Department is not functional in true sense. Somewhere activities of HR Department are done by Administration Cell.	21%
2.	Policies and Strategies related to HR are produced; but not functional in true sense.	18%
3.	Lack of openness and participation regarding staff related rights and matters.	16%
4.	Staff rewards and promotions are not counted based on performance appraisal.	12%
5.	Training Needs are not assessed properly based on employees' actual needs.	11%
6.	Staff training is not sufficient and every staff can't get equal opportunity for training.	10%
7.	Gender issues are not properly solved due to various reasons.	8%
8.	In few cases, Senior Management falls in lack of diversity and management skills.	4%

Source: Field Survey

The results (Table-5) shows the important problems faced by overall national NGOs employee is separate HR department is not functional in true sense, somewhere activities of HR department are done by forming Administration Cell, another significant problems perceived by the employee is policies and strategies related to HR are produced; but not functional in true sense. They opined lack of openness and participation regarding staff related rights and matters, They perceived other causes are staff rewards and promotions are not counted based on performance appraisal, training needs are not assessed properly based on employees' actual needs, staff training is not sufficient and every staff can't get equal opportunity for training, gender issues are not properly solved due to various reasons and in few cases.

Table -6: Suggestions provided by the Employees of Selected NGOs. (N=40).

Rank order	Perceived Suggestions	Percentage of the subjects who hold the views (%)
1.	Individual HR Department should be functional in real sense through introducing and activating HR Department in Organization.	22%
2.	Policies and Strategies related to HR should be produced and functional in true sense.	17%
3.	Organization should ensure openness and participation of employees regarding their rights and matters.	15%
4.	Staff rewards and promotions should be based on performance appraisal.	13%
5.	Training Needs should be assessed properly based on employees' actual needs.	10%
6.	Organization should arrange sufficient training programs for staff members and selection for training would be based on equal opportunity.	9%
7.	Gender issues should be address properly in policies and activities level.	8%
8.	Senior Management in organization would be knowledgeable about modern management as well as diversified and skilled.	6%

Source: Field Survey

The results (Table-6) show that the most important suggestions provided by the employees of national NGOs are individual HR department should be functional in real sense through introducing and activating HR department in organization, another significant suggestion is policies and strategies related to HR should be produced and functional in true sense, They also suggested organization should ensure openness and participation of employees regarding their rights and matters. Other suggestions are staff rewards and promotions should be based on performance appraisal, training needs should be assessed properly based on employees' actual needs, organization should arrange sufficient training programs for staff members and selection for training would be based on equal opportunity, gender issues should be address properly in policies and activities level and senior management in organization would be knowledgeable about modern management as well as diversified and skilled.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are as follows:

- i) Statistical analysis indicates that national level NGOs made moderate and average practices of HR functions result of employees' performance is good not excellent.
- ii) The results also showed that the maximum average (moderate) result of National NGOs in case of HRM practices in where 45 percent – Recruitment & Selection, 65 percent- Staff Training, 55 percent- Job Analysis, 45 percent- Employee Performance Appraisal, 52 percent- Employee Participation, 52.5 percent- Compensation & Rewards and 45 percent- Career Planning which result goes to 47.5 percent- 'good' Organizational Performance (Table-2). In Correlation Analysis Table-3, the Pearson Correlation showed positive correlation between dependent variable and all independent variables and especially Compensation & Rewards (.914), Employee Participation (.914), Employee

Performance Appraisal (.828), Career Planning (.828), Recruitment & Selection (.828) and Staff Training (.777) are highly correlated to employees' performance.

- iii) The major problems provided by the management of national NGOs related to HRM are policy and strategy is produced but not functional and selection process is not scientific and transparent, training needs are not assessed properly based on employees' actual needs and staff training is not sufficient and every staff can't get equal opportunity for training, job description of each job is not clearly defined and job description is in almost case formal; not functional, appraisal system is not scientific and development oriented, the objectives of appraisal system is not clear to all employees employees active participation is not ensured in decision making process and, gender issue isn't considered in organization as a benchmark of employee participation and salary and other benefits are not competitive to market, organization has not long term career plan for employees and employees haven't enough scope for promotion.
- iv) The employees of the National NGOs are sometimes faced many problems. The results (Table-5) show that very few problems faced by overall national NGO arena related to HRM, These are (1) separate HR department is not functional in true sense. Somewhere activities of HR department are done by forming Administration Cell, (2) Policies and Strategies related to HR are produced; but not functional in true sense, (3) Lack of openness and participation regarding staff related rights and matters, (4) Staff rewards and promotions are not counted based on performance appraisal, (5) Training Needs are not assessed properly based on employees' actual needs, (6) Staff training is not sufficient and every staff can't get equal opportunity for training, (7) Gender issues are not properly solved due to various reasons and (8) In few cases, Senior Management falls in lack of diversity and management skills.
- v) Suggestions provided by the employees of national NGOs are as (1) separate HR department should be functional in real sense through introducing and activating HR department in organization, (2) policies and strategies related to HR should be produced and functional in true sense, (3) organization should ensure openness and participation of employees regarding their rights and matters (4) staff rewards and promotions should be based on performance appraisal (5) training needs should be assessed properly based on employees' actual needs (6) organization should arrange sufficient training programs for staff members and selection for training would be based on equal opportunity (7) gender issues should be address properly in policies and activities level and (8) senior management in organization would be knowledgeable about modern management as well as diversified and skilled.

CONCLUSIONS AND RECOMMENDATIONS:

CONCLUSION

Human Resource Management is a contemporary phenomenon in modern management. It is considered as emerging part of organization. Organizations have many operational functions and HRM is one of them. In Bangladesh the ideas of HRM is going to be well known to every sector, especially private sector, multinational companies and NGO sector. NGO sector is trying to incorporate HRM in organizational mainstream policy and strategy. So the practice of HRM functions in NGOs is becoming an important issue for development of organization. The better practice of HRM functions can play a vital role for organizational development in NGO sector and as a result the NGOs can contribute to the growth trend of socio-economic development. This study indicates that the National NGOs are moderate performer. In conclusion it can be said that the better practices of HRM functions in NGOs drew a result of improved performance of employees as well as organizations.

RECOMMENDATIONS

The recommendations of the present study have been made in the light of the findings of the study and applying judgment and creativity of the researcher. These are pictured for further development of the NGO sector and taken necessary actions by the relevant stakeholders. The recommendations are:

RECOMMENDATIONS REGARDING HRM PRACTICES:

- i) Policy and methods regarding employee recruitment and selection should be produced in written form and functional. The tools and techniques for the same would be developed and followed by scientific and transparent way in case National NGOs.
- ii) Staff training must be sufficient and every staff should get equal opportunity for training. Training needs would be assessed properly based on appraisal tools and employees' actual needs.
- iii) Job description of each job would be clearly defined and it would be functional in case of every employee in national NGOs.
- iv) Employees' performance appraisal system should be scientific and development oriented and the objectives of appraisal system would be clear to all employees.
- v) Employees' active participation should be ensured in decision making process and gender issue must be considered in organization as a benchmark of employees' participation.
- vi) Employees' performance must be considered as basis in reward system in organizations and Salary and other benefits should be competitive to market in case of national NGOs.
- vii) Organization should have a long term career plan for employees as well as enough scope for promotion in case of national NGOs.

GENERAL RECOMMENDATIONS:

- i) Different policies related to HRM including gender policy would be produced in written form and functional in national NGOs. Gender justice should be considered as core values of organizations.
- ii) Separate HR department would be developed through appointing skilled HR professional to establish staff rights and responsibilities and competitive working environment in organizations.
- iii) Decentralization as well as HR integration process should be operational in organizational policies and strategies and decision making process in organization would be followed by bottom-up approach.
- iv) Employees' appraisal, participation, motivation, job satisfaction and ownership would be considered as benchmark for organizational success and development.
- v) National NGOs specially would be nurtured by government through funding in different development projects forming partnership for their organizational sustainability.
- vi) Finally, further in-depth studies are suggested for better understanding of the impact of HRM practices in NGOs, causes and effects of HRM practices in NGO sector, factors influencing the motivation and job satisfaction of the employees of NGOs, financial contribution and growth trend of NGOs on economic development, and analysis on problems and prospects of NGO sector in Bangladesh.

REFERENCES

- American Society for Training and Development Model of Excellence ASTD, 1983.
- Anthony, W.P. et.al. (1993). *Strategic Human Resource Management*. Dryden Press, New York.
- Banglapedia. (2011), "NGOs in Bangladesh", http://banglapedia.search.com.bd/HT/N_0204.htm. Accessed on 5th May 2011.
- Batra G.S and Bhatia B.S (1997). *Human resource Development in Public Enterprises: Emerging Dimensions Current Trends in HRD*. Deep and Deep Publications, New Delhi, 290-306.
- Batti, R.C. (2014). Human Resource Management Challenges Facing Local NGOs. *Humanities and Social Sciences*. 2(4), 2014, 87-95. doi: 10.11648/j.hss.20140204.11.
- Bawa M. A. and JantanM. (2005). Human resource practices as determinants of employee turnover: An empirical investigation. *Asian Academy of Management Journal*, 10 (2).
- Bernardin, H.J., & Villanova, P. (1986), Performance appraisal. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings* (43-62). Lexington, MA: Lexington Books.
- Bhangoo K.S. and Dhaliwal S.R.S (1997). *Recruitment, Training and Promotion Practices for Industrial Workers in India: A Study of Four Cotton Textile Units: Current Trends in HRD*. Deep and Deep Publications, New Delhi, 232-247.
- Bhatnagar J. and Sharma A. (2005). The Indian perspective of strategic HR roles and organizational learning capability. *International Journal of Human Resource Management*, 16:9 September 2005.
- David A. DeCenzo and Stephen P. Robbins (1999). *Personnel/ Human Resource Management*. Third Edition, Prentice-Hall of India Private Limited, New Delhi-110 001.
- Davis J. K. (2006). *NGOs and Development in Bangladesh: Whose sustainability counts?* Institute for Sustainability and Technology Policy, Murdoch University, Perth, Western Australia.
- Dhilnam G. R. and Mohanty R. P. (2010). HRM practices, attitudinal outcomes and turnover intent: An empirical study in India oil and gas exploration and production sector. *South Asian Journal of Management*, Vol-17 (4).
- Gyamfi, P. (2010). Financial local non-Governmental Organisations in Ghana; Issues and challenges. (Unpublished master's thesis). Kwame Nkrumah University of Science and Technology. 2010.
- Hossain Z. M. (2000). Career development practices: A study in perspective of the organizations of Bangladesh. *Journal of Business Administration*, 26(3&4), Dhaka University.
- Hossain, Z. (2014). Human Resource Management (HRM) Practices on Some Selected NGOs in Bangladesh (Unpublished M.Phil thesis). Islamic University, Kushtia.
- Huda, K. N., Karim, M. R., & Ahmed, F. (2007). HRM practices & challenges of non-government development organizations: An empirical study on Bangladesh. *Journal of Management*, 9(1), 35-49.
- Ibrahim, A. & Muhtesem, B.(2006). Organizational Problems of Non-Governmental Organisations 3rd International Non-Governmental Organization Conference, Canakkale, December, 2006.
- Jahur, M. S., Absar, M. M. N., & Hossain, M. J. (2003). *Human resource development through training: A comparative analysis of some select NGOs in Bangladesh*. Paper presented at the conference on Human Resource Development in Asia: National Policy Perspectives, Bangkok, Thailand.
- Kuraishi S.A (1990), "Human Resource Management: Emerging Trends and Policies", *Pakistan Management Review*, Vol-31, No-2, PP 25-39.
- Lekorwe, M. (2007). Local government, Interest Groups and Civil Society. In public Administration and Policy in Botswana. Juta & Co. Ltd Kenwyn Cape Town. 2007.

- Nair N. G. and Nair Latha (1999). *Personnel management and Industrial Relations*, First Edition, S. Chand & Company Ltd., Ram Nagar, New Delhi- 110 055.
- TIB (2006). *Problems of Governance in the NGO Sector: The Way Out*. Transparency International- Bangladesh, Dhaka.
- Wikipedia. (2011), "NGOs in Bangladesh". http://en.wikipedia.org/wiki/NGOs_in_Bangladesh. Accessed on 5th May 2011.
- Zohir, S. (2004), "NGO Sector in Bangladesh An Overview", *Economic and Political Weekly*.



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

INCLUSIVE EDUCATION THROUGH OPEN AND DISTANCE LEARNING: STRATEGY FOR EMPOWERING SOLDIERS IN BANGLADESH ARMY

Professor Sabina Yeasmin¹

Dean, Open School
Bangladesh Open University

ABSTRACT

In the light of ever-changing social and economic demands, education is now perceived as a critical force in contributing towards human capital development. This article explores the potentialities of Open and Distance Learning (ODL) programs for the soldiers of Bangladesh Army under Bangladesh Open University. The findings of this article suggest that coordination, institutional capacity, technological improvement, training and utilization of resources are the main forces that can drive both the organizations to contribute for mass people especially men in uniform in the education, employment and other events. The study concludes that this scope will provide the soldier-learners a chance to increase enrolment, study and subsequently catch up academically with their counterparts. As a whole, it will significantly affect their access to basic education. This paper is basically based on secondary sources. A desk review of related documents is conducted to collect data. The results of this study will help the policy makers to take necessary initiatives regarding to this issue.

Keywords: Education, ODL, Soldier, Potential etc.

INTRODUCTION

"If you want to think one year ahead, plant rice; if you want to think ten years ahead, plant trees; but if you want to think hundred years ahead give education to people."

- A Chinese Proverb

The basic training duration of the recruits of Bangladesh Army has recently been extended from 6 months to 2 years, when in addition to the military training, they need to study at Higher Secondary Certificate (HSC) level (MoU, 2013). Moreover, the recent move of the government to upgrade the levels of more than 23,000 Junior Commissioned Officers (JCOs) and Sergeants of Armed Forces to the status of class-1 and class-2 positions respectively has raised the need for higher education for soldiers in Bangladesh Army as under the existing system they join in the service just after completing their Secondary School Certificate (SSC). As per the government rules, someone needs to be graduated before elevating to class-1 status. Similarly for elevating the status of the Sergeants, they need to be minimum HSC qualified. For implementation of this policy change for initial three years, the beneficiaries are given exemption from such conditions under special consideration. But after three years the soldiers will have to fulfill these conditions for promotion to

¹Corresponding author: Email: sabina_d@hotmail.com

such levels (Prothom Alo, 2013). Therefore, expanding higher secondary education for the soldiers/recruits is now the key educational priority for Bangladesh Army. Accordingly, Bangladesh Army has signed a Memorandum of Understanding (MoU) with Bangladesh Open University (BOU) on November 17, 2013 at Dhaka Cantonment for offering special HSC program for its soldiers/recruits starting from January 2014. Now onward the soldiers/recruits would be receiving HSC certification within the educational framework stipulated by BOU (rule framed as per Section 9 of BOU Act, 1992).

PROBLEM STATEMENT

The inclusive education for the soldiers of Bangladesh Army is needed due to their auspicious development in career and other psycho-social aspects. Most of the soldiers in Bangladesh Army did not complete their higher secondary level education due to various socio-economic constraints. Later they want to be educated and also want to develop their professional career and upgrade their socio-economic status. In that case, they do avail their education regular in system of schooling because of their age barrier and temporal constraints. Therefore, open and distance education system has the opportunity to educate the soldiers in Bangladesh Army who did not complete their higher secondary level education previously. Hence, education reduces inequalities in society and leads to equalization of status between individuals, which are important prerequisites for ensuring sustainable development. Based on this idea, the Universal Declaration of Human Rights (UDHR) included education as the basic human rights of every human being. Equality of education opportunity regardless of race, sex or any distinction, economic or social is a universal ideal. Upon achieving independence in 1971, mass education was viewed as a priority in the new nation in Bangladesh. The Constitution of the country also guarantees free and compulsory education to all citizens as per Article 17, which states that the basic education will be free and compulsory for all children until the age of 18. It also says:

.....free and compulsory education: The State shall adopt effective measures for (a) establishing a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of the society and producing properly trained and motivated citizens to serve these needs; and (c) removing illiteracy within such time as may be determined by law.

The country confirms fully to the Education for All (EFA) objectives adopted by UNESCO in Jomtien in 1990, the Millennium Development Goals (MDGs) and other international declarations. At the UN Sponsored Millennium Summit in September 2000, total 191 UN member states agreed to a global contract known as the MDGs. The Goal 3 of The Dakar Framework of Action for EFA, to which Bangladesh is a signatory, particularly emphasized on the education and life skills development of the young. Moreover, EFA has the global recognition and commitment to the promotion of equality in education through quality education. In seeking to meet the education objectives of Bangladesh, the country realized that multiple strategies and methods had to be adopted. The education system in Bangladesh is mostly dominated by the on-campus system, though the capacity is limited. Started in 1956 with distribution of 200 radio receivers throughout the country, distance education (DE) system was running side by side with on-campus system; however, after much transformation this got wider scale since the establishment of Bangladesh Open University (BOU) in 1992 by passing an Act in the Parliament (BOU, 1992). BOU is the competent institute in Bangladesh by virtue of law that can only deliver Open and Distance Learning (ODL) programs in the country. It combines both university distance teaching with open schooling covering upper primary, secondary, and senior secondary programs. During the past decades, ODL has had tremendous developments all over the World. In Bangladesh too, it has been consistent growth during the last decade.

BOU imparts education and knowledge through various flexible means suited to the ODL mode, including information and communication technology (ICT), in order to fulfill the vision of democratizing higher education. It provides higher education and training to large sections of population, particularly the disadvantaged segments of the society that promotes national integration and the integrated development of human personality across the country. BOU offers a

wide range of formal academic programs starting from upper primary to post-graduate levels through ODL. In terms of enrolment of the students, BOU is the largest public university in Bangladesh. Both horizontal and vertical expansion of BOU's academic programs in the recent years has increased its enrolments significantly. "The Education Policy of Bangladesh 2010" has identified ODL as a system that should expand the educational opportunities and provide access to individuals who would not have the opportunity to study full time (MoE, 2010).

The Open School (OS) of BOU runs the aforesaid programs maintaining the curriculum at par to the national curriculum, which provides both formal and non-formal programs following ODL approach. It uses self-learning materials (SLMs) as print, radio broadcast as audio, TV broadcast as visual, and tutorial sessions as human (face to face/f2f) medium for the delivery of programs, where the actors of the former three are from in-house and/or outside the School who are represented in the materials and later is totally outsider who are from the formal schooling and conduct tutorial sessions based on the print and are termed as tutor. The School mainly uses SLMs prepared using the in-house style, where pictorial presentation and content description are represented as per the national context. With 20 years of history, the school continuously provides second chance education for school dropouts through open schooling.

Table 1: BOU Learner's Participation into the Media Used

Media	Form	Learners' Participation	Uses
Print	SLMs	Passive participation as a reader	Widely used
Sonic	Radio broadcasts	Passive participation as a listener	Moderately used
Video	TV broadcasts	Passive participation as a viewer	Moderately used
ICT	Internet, mobile	Active participation as a user	Least used
Human	Sessions	Active participation as an attendee	Moderately used

Source: Study, 2016

The history of DE in Bangladesh, in fact, is the history of Open Schooling. Both male and female have been the learners of three pre-university programs namely Junior School Certificate (JSC) for grades 6-8, SSC for grades 9-10 and HSC for grades 11-12 (Rahman et al, 2010). In this article an attempt has been made to present an overview of providing inclusive education to the soldiers of Bangladesh Army through ODL mode by BOU in order to align with the mission of democratizing education.

OBJECTIVE

The broader objective of this study is to strategy for empowering soldiers in Bangladesh Army by inclusive education through open and distance learning. However, the specific objectives were as follows:

- to explore the concepts related to ODL;
- to find out the scope of ODL in inclusive education; and
- to examine how the soldiers can be benefitted from ODL offered by BOU.

STUDY QUESTIONS

- Which concepts are related to ODL?
- What is the scope of ODL in inclusive education?
- How could the soldiers be benifited from ODL of BOU?

REVIEW OF LITERATURE

C. Evans and Waring, M. (2006) had conducted a study titled "Towards Inclusive Teacher Education: Sensitising individuals to how they learn". The authors conducted this study on Research is reported in which 80 undergraduate students on a primary education degree were studied to examine the relationship between their cognitive style, their learning preferences, and

perceived impact on their teaching practices. They found significant differences between the three cognitive styles investigated: wholist, intermediate, and analytic.

Albert, S., Dimitrios, V. and Nati, C. (2012) had conducted their research titled "Building an inclusive definition of e-learning: An approach to the conceptual framework". The authors resulted in an inclusive definition of e-learning subject to a high degree of consensus that will provide a useful conceptual framework to further identify the different models in which e-learning is developed and practiced.

Lani, F. and Martyn, R. (2009) had conducted the study titled "The inclusive practice project in Scotland: Teacher education for inclusive education". This paper described how the structure and content of an initial teacher education programme for primary and secondary teachers has been revised to ensure that social and educational inclusion is addressed within the core programme. A rationale was presented for the development of 'inclusive practice', followed by a discussion of the reforms and an outline of the effects that are expected in the classroom practices of teachers in schools.

Mirjana, R. M. and Biljana, B. S. (2010) had conducted a study titled "Education in Serbia: Inclusive and ODL opportunities". The authors discussed in this paper how information technologies and e-learning can support and improve inclusive education. This paper is divided into three parts: The first part is focused on different approaches to the concept of inclusive education and its relations to the similar concepts-social inclusion and educational integration. In the second part is considered the essential principles of inclusive education (principle of equal opportunities, principle of personal and individualistic approach, the principle of personal consideration and their different educational needs, principle of permanent education) as well as potential problems in their practical applying process. The third part is devoted to different opportunities and e-learning models as a function of inclusive education improvement. The researchers did present an overview of the some recent projects and use their results to discuss advantages of using e-learning as an alternative opportunity and support to inclusive education. They concluded in the final part of the paper that new developments in higher education-from virtual universities and cross-border education to e-learning-all speak to the efforts on the traditional higher education community to address the challenges they face in new technology driven on-line environment.

The role of universities in human capital development can be seen in two ways; first, to *supply* the skills for national economies; and secondly, on the *demand* side, to increase the drive within the national population for a process of 'upskilling' by opening doors to greater access in higher education (Ali, A. 2008). As per US Army Learning Concept for 2015, any professional Army should also have an adaptive development and delivery system, not bound by brick and mortar, but one that extends knowledge to soldiers at the operational edge, is capable of updating learning content rapidly, and is responsive to operational needs (TRADOC, 2011). And this concept is the framework to expand educational opportunities throughout the force.

The Open University model is designed to provide highly customized, individualized form of education, where this is a breakthrough to grab the chance and to pursue the objectives to enrich knowledge of people, especially in developing countries. The delivery of the ODL course content through a dynamic and interactive communication process as occurs at present seemed to have introduced it as a fairly recent innovation in education. John et. al, (2002) had found distance learning to be effective in increasing personnel's readiness and also marked it as complementary to the conventional learning process. Again, ODL that is a non-contiguous form of study affords a learner the flexibility of study, independence of time and space. ODL approach is considered as alternative approach of educational delivery; and education through this system is referred to as 'second chance education' in the educational literature. This system is very much accommodating for learners who don't able to attend the formal schools, where compulsory face-to-face contact is the central to the system. The concept of ODL meets the 'capability approach' (an economic theory conceived in the 1980s as an approach to welfare economics), which stresses any form of learning in which the provider enables the recipient to exercise choice of what they learn, how and where they learn and how quickly they learn to have their learning assessed.

METHODOLOGY

This is basically a qualitative study based on the critical analysis of secondary literature. In order to acquire the theoretical perspective about ODL, several bodies of literature of Western origin, research articles on referred journals, dissertations, grey articles and e-books have been studied. In the light of different scholarly debates of paradigms, relation between Several methods were used to enhance the study's validity and reliability, which enabled to examine the accuracy of the collected data, and reduce the possibility of researchers' bias in drawing conclusions from it. Data collected for this study have been processed in a scientific manner, then analyzed and summarized according to content and context of the study.

DISCUSSION

Paradigm Shift in Learning

There is a clear paradigm shift in learning. Now we can see that learning takes place from classroom to anywhere. It has shifted from teacher centric approach to learner centric approach. Some one can also see the role of teacher as facilitator for learning not mere teaching institutional based instruction to learner based instruction. Changes also have been taken place from oral strategy of instruction to technology supported learning, fixed time to any time for learning, one time education to lifelong education; and education can be imparted to any body at any time and any place.

Evolution of Open Learning

Providing 'useful' opportunities has always been a major intention of ODL, which has a very significant role to play in reaching to the masses especially to the unreached through flexible pedagogy. ODL techniques can be utilized effectively and at scale to provide education to distributed communities in a cost effective and efficient way. Open University system uses ODL approach for its program delivery where SLMs are widely used. ODL delivery is learner centric and provide the opportunity to pursue studies without attending the institute as it provides SLMs and ICT materials for completing the learning at learner's own pace and place, and optional f2f tutorial sessions at the study centers near to the learner's place. ODL has also been used to give the learners a second chance at education, and this seems to have been particularly the case for the men in uniform.

The earliest roots of DE can be found in the development of the postal service. Mail was the dominate mode of delivery which opened access to new groups of students previously denied the ability to attend classes. This inspired the creation of commercial correspondence courses that could be made available to anyone within the reach of the mail. The University of Chicago established a home study division in 1882, soon followed by other colleges and universities. Distance learning courses work well for military students for several reasons, the chief one being flexibility. Over the past decade, military of many developed nations have become increasingly interested in the potential of distance learning to address its training needs. This benefit has been embraced by the US Army (Judy, 2012), which began employing print-based correspondence courses in the 1940s (Wisher et. al, 2002). The US Army is also having a separate integral wing known as Department of Distance Education and offers a wide range of online education programs to its military personnel. In the US, soldiers take ODL courses in increasing numbers, until presently about 71 percent are using this modality of learning (Wellein, M. D. 2013).

The concept of DE began to popularize at the literacy to school level under the leadership of the Nobel Laureate *Rabindranath Tagore, one of the pioneers in contributing to the education sectors in Bengal through developing and implementing alternative approaches. He gathered experiences on different aspects of educational systems from his travel to many countries; and was exposed greatly to universal education through DE during his trip to Russia.* He, as a great traveler, shared his experience of different aspects of global education system through letters with his fellows. *The great poet implemented open non-formal education (ONFE) by organizing Jatras (folk-plays) and melas (fairs).* For the first time in Indian subcontinent, an early form of DE was initiated in 1936 by

him at *Shantiniketan* through the Lok-Siksha Samsad, a society which organized home study and examinations for persons who could not attend school. For giving a legal foundation to it, he also wrote a letter to Sir Azimul Haque, the then Education Minister of Bengal on September 18, 1936 for promoting DE in Bengal requesting to bring several changes in the law. But the government didn't implement Tagore's DE model in Bengal. Finally he launched the open school programs at the Lok-Siksha Samsad (Ansaruzzaman, M. 2011, Rahman, M. M. and Panda, S. 2011).

DISTANCE EDUCATION VS. OPEN LEARNING

Open Learning, Distance Learning, DE and Open Schooling – all are different concepts. DE is the delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of 'mediating processes' used to transmit content, to provide tuition and to conduct assessment or measure outcomes. Open learning, on the other hand, refers to policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender or time constraints and with recognition of prior learning (Glen, F., 2005). These policies need not be part of a DE system but are complementary to it. In recent years the term ODL has become the preferred term than DE because it encapsulates notions of openness, flexibility and minimizing barriers to educational access as opposed to closed approaches in distance learning. ODL approach has been applied to school level education, which is termed as open schooling and is increasingly recognized as a viable solution to the lack of qualified teachers and conventional schools in the developing world. The 'open' in open schooling refers to the openness of the system; usually there are no rules dictating student ages, prerequisites, content of courses or number of courses in which learners must enroll. 'Open Learning' is a rallying cry – a slogan that implies commitment to shared educational beliefs. The most widely agreed beliefs are about opening up learning opportunities to a wider range of people and enabling them to learn more congenially and productively (Rowntree, D., 1992).

DE and open learning have combined into a new concept, i.e. ODL. Holmberg, B. (1995) defines ODL as follows:

ODL is a multi-dimensional system aimed at bridging the time, geographical and transactional distance between: student and institution, student and lecturers/tutors, students and courseware, and student and peers.

Let us simplify the thing with an example. A famous book titled "Letters from a Father to his Daughter" is a collection of 30 letters written by Pandit Jawaharlal Nehru (former Prime Minister of India) in 1928 from the prison to his daughter Indira Gandhi (also former Prime Minister of India) when she was 10 years old, teaching about natural history and the story of civilizations (Nehru, J. L., 1929). As a forcibly absentee father, Nehru wanted both to explain his absences and play a role in her life and upbringing. The letters were his gift to her – an indication of his love and caring and a way to educate her in his world view. This informal system of education is DE as there was no contact between Nehru (teacher) and Indira (learner) while teaching. Therefore, for DE, there is no physical contact between the tutor and the learner; but for ODL, there must have physical contact through tutor.

GENERATIONS OF OPEN AND DISTANCE LEARNING

ODL has a history of over a century involving different teaching approaches and following the technological evolution concerning the delivery of educational material and the communication between learners and facilitators. ODL may be categorized in five generations (table 2) as follows:

Table 2: The five generations of ODL, their features and technologies

Generation	Time	Features	Technologies
First	End of 19 th – beginning of 20 th century	Correspondence learning	Printed material, customized textbooks, SLMs
Second	Early 1970s	Teleconference (radio & television)	Correspondence, radio, television, audio-tapes, telephone
Third	Early 1980s	Introduction of open universities first in the UK and followed by others in other countries; One-way video two-way audio communication, realtime interaction, two way videoconference	Communication networks (satellites), audio, video, CD-ROMs, bulletin boards
Fourth	1996 on ward	Interaction and collaboration, shift from instructor-led to learner-centered approach, student– student interaction	Telecommunications, Internet
Fifth	Late 1990 – the new millennium, still developing	Immediate feedback through interactive voice response systems.	New developments in the use of cellular telephones.

Source: Passerini, K. and Granger, M. J., 2000

EMPOWERING THE SOLDIERS OF BANGLADESH MILITARY FORCES THROUGH HSC PROGRAM

HSC program (which will be identified in BOU as HSC Nische-1) is a bold initiative of BOU to educationally empower the soldiers of Bangladesh Military Forces by granting of degree, which aims to equip the soldiers with updated higher academic knowledge for their future career who join the force just after finishing their school. This will not only prepare the soldiers in their future career, but also can provide them the second career opportunity when they retire from service comparatively to an early age than their civilian counterparts. Every year, thousands of soldiers retire from active service after completion of specified years in service. They constitute a young workforce but lack any kind of professional skill to enter the job market after retirement.

FINDINGS AND CONCLUSIONS

FINDINGS

Followings are the major findings of the study:

- The present move of introducing higher education for the soldiers represents a major shift for an organization that has a hierarchical and authoritarian decision-making and training structure.
- With the imparting of formal degrees, the soldiers would be in a position to obtain a second career option and earn for themselves and their families reasonably well even after retirement.
- This initiative needs mutual adaptation of flexible learning and the organization that reflects the learning culture, learners' needs and a constantly changing environment.
- However, the question of the sustainability of ODL for soldiers needs to receive critical attention as does the issue of the quality of ODL programs.

CONCLUSIONS

In view of the findings, the study concluded that as Bangladesh strives to become a knowledge society, BOU ensures that no section gets left behind, that's where attaining the objective of democratizing higher education. From the aforesaid discussion, it is worth mentioning that BOU's contribution in democratizing higher education is commendable. The innovations of BOU to impart education anybody, anywhere anytime using all channels is visible from the initiatives and the current status. Finally, it is expected that the partnership between Bangladesh Military Forces and BOU in respect of introducing HSC (Niche-1) program for the soldiers will create a collective ownership in ODL system, which will encourage the concerned stakeholders to work together for ODL and thereby the ODL will get more popularity and acceptance. As such, there remains a scope for further study on the issue.

RECOMMENDATIONS

Following are the main recommendations:

- To formulate policy for soldiers' education
- To formulate policy for distance education regarding soldiers' education

REFERENCES

- Ali, A. 2008. Open and Distance Learning for Sustainable Development: The Southeast Asian Experience, *Proceedings of 2nd ACDE Conference*, Lagos: NOUN.
- Albert, S., Dimitrios, V. and Nati, C. 2012. Building an inclusive definition of e-learning: An approach to the conceptual framework, *The International Review of Research in Open and Distributed Learning*, Vol. 13, No.2
- Ansaruzzaman, M. 2011. *Distance Education and Rabindranath*, *The Daily Kaler Kontha*, July 27, Dhaka. BOU 1992. BOU Act 1992 (October), Law No. 38 (Gazette Notification), Dhaka.
- C. Evans and Waring, M. 2006. Towards Inclusive Teacher Education: Sensitising individuals to how they learn, *Educational Psychology*, 26:4, 499-518, DOI: 10.1080/01443410500342484
- Glen, F. 2005. *A Virtual University for Small States of the Commonwealth*, Vancouver: CoL.
- John, W. D., Henry, L. A. and Michael, S. G. 2002. Army Distance Learning: Potentials for Reducing Shortage in Army Enlisted Occupations, RAND Arroyo Center.
- Judy, J. T. 2012. Army eEducation: The distance learning approach, *eLearn Magazine*, September.
- Holmberg, B. 1995. *Theory and practice of distance education*, London: Routledge.
- Lani, F. and Martyn, R. 2009. The inclusive practice project in Scotland: Teacher education for inclusive education, *Teaching and Teacher Education*, Vol. 25, No.4. Elsevier.
- Mirjana, R. M. and Biljana, B. S. 2010. Education in Serbia: Inclusive and E-Learning Opportunities, *Serbian Journal of Management* 5 (2) (2010), Pp. 271 – 281.
- MoE 2010. *Education Policy of Bangladesh 2010*, Ministry of Education, Dhaka.
- MoU 2013. Signed between Bangladesh Army and Bangladesh Open University regarding running HSC program for the Recruits of Bangladesh Army on November 17, Dhaka Cantonment.
- Neheru, J. L. 1929. *Letters from a Father to his Daughter*, Allahabad Law Journal Press.
- Passerini, K. and Granger, M. J. 2000. A developmental model for distance learning using the Internet, *Computers & Education*, 34: Pp. 1-15.
- Prothom Alo. 2013. 22 August, 2013. *Upgradation of 23,000 Ranks in Armed Forces*, Dhaka.
- Rahman, M. M. and Panda, S. 2011. Tagore's Distance Education Model: Implemented at the Lok-Shiksha Samsad in 'Shantiniketon' or 'adobe of peace', *COMOSA Journal of Open Schooling*, 2(2): 1-8.

- Rahman, M. M.; Alam, M. S.; and Panda, S. 2010. *Management of Partnership OS Program: The Case of Junior School Certificate (JSC) Program of the Open School of Bangladesh Open University*, paper presented at the International Conference on the Role of Open and Distance Learning in the 21st Century: Challenges and Possibilities on August 20-21 at Colombo, Sri Lanka.
- Rowntree, D. 1992. *Exploring Open and Distance Learning*, 2nd Edition, London: Kogan Page Limited.
- Subramanian 2002. *Gender and Education: A Review of Issues for Social Policy, Social Policy and Development Programme*, Paper Number 9 (April), UNRISD.
- TRADOC 2011. *US Army Learning Concept for 2015*, Fort Monroe, VA.
- Wellein, M. D. 2013. in a recent interview with Australian media, the US Army Reserve Regional Director of Education (Pacific & Asia) expressed this view.
- Wisher, R. A., Sabol, M. A. and Moses, F. L. 2002. *Distance Learning: The soldier's perspective*, Special Report 49, Alexandria, VA: US Army Research Institute.



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

CJBOU

Central Journal of
Bangladesh Open University

কৃষিতে নারীর সম্পৃক্ততা: পরিবর্তনশীল গ্রামীণ অর্থনীতি

মো: আবদুর রহমান^১

সহকারী অধ্যাপক, নৃবিজ্ঞান বিভাগ, কুমিল্লা বিশ্ববিদ্যালয়

মো: সাইমন সরকার^২

নৃবিজ্ঞানী ও গবেষক

সারাংশ

বর্তমানে গ্রামাঞ্চলের পুরুষরা অধিক উপার্জনের আশায় শহর কেন্দ্রিক বিভিন্ন পেশায় যুক্ত হচ্ছে। ফলে তাদের পারিবারিক খাদ্য ও চাহিদা পূরণের জন্য নারীদের বিভিন্ন ধরনের কৃষি কাজে যুক্ত হতে হচ্ছে। আমাদের গবেষণা এলাকা কুমিল্লা জেলার দেবিদ্বার উপজেলার রসুলপুর গ্রাম। এখানকার নারীরা গবাদি পশু পালন, মৎস্য চাষ, শাক-সবজি চাষ, পারিবারিক খামার প্রতিষ্ঠা, পান চাষ ও ফসল উত্তোলন সহ আরো অনেক সেক্টরেই পরোক্ষভাবে অংশ গ্রহণ করছে। কৃষি কাজে যুক্ত হওয়ার ফলে নারীরা যে আর্থিক ভাবে লাভবান হচ্ছে তা লক্ষ্যনীয়। পূর্বে নারীরা পুরোপুরি পুরুষের উপর নির্ভর করলেও বর্তমানে তা পরিবর্তন হচ্ছে। পর্যবেক্ষণ, অনানুষ্ঠানিক সাক্ষাৎকার ও কেইস স্টাডি পদ্ধতির মাধ্যমে এই গবেষণাটি করা হয়েছে। আমরা দেখেছি যেসব নারীরা অর্থনৈতিক ভাবে স্বাবলম্বিতা অর্জন করেছে তারা শিক্ষা, বিয়ে, সন্তানের ভবিষ্যৎ ও সামাজিক কর্মকাণ্ডে মতামত দিতে পারছে। পুরুষতান্ত্রিক সমাজ ব্যবস্থা নারীর এই কাজকে স্বীকৃতি দিতে চায় না কিন্তু গবেষণায় দেখেছি যে, নারীরা সুযোগ সুবিধা পেলে পরিবার, সমাজ ও দেশের অর্থনীতিতে গুরুত্বপূর্ণ ভূমিকা রাখতে পারে।

মূলশব্দ : কৃষি, নারীর সম্পৃক্ততা, সামাজিক দৃষ্টিভঙ্গি, আর্থিক স্বাবলম্বিতা, সিদ্ধান্ত গ্রহণ, দারিদ্রতা হ্রাস।

ভূমিকা

বাংলাদেশের কৃষিতে নারীর অবদান অনস্বীকার্য। আজকের আধুনিক কৃষির যান্ত্রিক যুগেও বাংলাদেশের প্রেক্ষাপটে নারীর অবদান ৬০-৬৫ ভাগ (বিশ্বব্যাংক জরিপ-২০০৮)। দেশের উত্তরাঞ্চলে চা ও ফল চাষ, উপকূলীয় অঞ্চলে চিংড়ি চাষ, আমিষের যোগানে প্রাণী ও মৎস্য চাষ এবং খাদ্য নিরাপত্তায় শস্য চাষসহ সব জায়গাতেই রয়েছে নারীর অবদান।

বাংলাদেশ পরিসংখ্যান ব্যুরোর ২০১০ সালের শ্রমশক্তি জরিপে দেখা গেছে, দেশে কৃষি কাজে নিয়োজিত শ্রমশক্তির সংখ্যা ২ কোটি ৫৬ লাখ। এর মধ্যে প্রায় ১ কোটি ৫ লক্ষ হচ্ছে নারী। এক দশক আগেও নারীদের এ সংখ্যা ছিল ৩৮ লক্ষ। অর্থাৎ ১০ বছরের ব্যবধানে কৃষি কাজে যুক্ত হয়েছে প্রায় ৬৭ লক্ষ নারী। আর পুরুষের সংখ্যা কমেছে ৩.৫ শতাংশ।

^১Corresponding author: Email: arahman_anthro@yahoo.com

^২Email: symoncou51@gmail.com

খাদ্য মন্ত্রণালয়ের খাদ্য পরিধারন ও মূল্যায়ন ইউনিটের (এফপিএমইউ) ২০১৫ সালের পর্যবেক্ষণ প্রতিবেদনেও বলা হয়েছে, গত কয়েক বছরে নারী শ্রমিকের দক্ষতা ও চাহিদা বেড়ে যাওয়া এবং গ্রামীণ পুরুষের বড় অংশ প্রবাসী শ্রমিক হিসেবে রূপান্তর এবং পুরুষ শ্রমিকদের শহরে স্থানান্তরের কারণে গ্রামে কৃষি শ্রমিকের সংকট দেখা দিচ্ছে। এই শ্রমিকের ঘাটতি নারীরা পূরণ করে কৃষিকে এগিয়ে নিয়ে যাচ্ছে।

বর্তমান সময়ে দেশের শস্য চাষ, গবাদি পশু-পালন, হাঁস-মুরগী পালন ও বনায়নসহ কৃষির সকল খাত-উপখাতে নিয়োজিত নারী শ্রমিকের সংখ্যা ৮০ লাখের উপরে (বিশ্বব্যাংক জরিপ-২০০৮)। ক্ষুধার বিরুদ্ধে সংগ্রামরত এসব নারী শ্রমিকের কথা সাধারণত আলোচনায় আসে না। তাই আমরা এই গবেষণায় নারী কৃষকের অবস্থা এবং তাদের কৃষিতে যুক্ত হওয়ার ফলে গ্রামীণ অর্থনৈতিক ব্যবস্থায় কোনো পরিবর্তন হয়েছে কিনা তা দেখানোর চেষ্টা করেছি।

সমস্যার বিবরণ

কৃষি নিয়ে বাংলাদেশে অনেক গবেষণাই দেখা যায়। সাধারণত কৃষকের প্রান্তিকীকরণ, মেরুকরণ, গতিশীলতা, গৃহস্থলী জীবন চক্র, কৃষিতে ধনতন্ত্রের বিকাশ, গ্রামীণ সমাজ কাঠামো, কৃষক সচলতা, পারিবারিক খামার অর্থনীতি, শ্রেণি বৈষম্য, শ্রেণী সংগ্রামসহ নানা ধরনের সমস্যা এই ধরনের গবেষণায় তুলে ধরা হলেও কৃষিতে নারীর সম্পৃক্ততার কথা খুব কমই তুলে ধরা হয়েছে। এই গবেষণায় কৃষিতে নারী যুক্ত হওয়ার ক্ষেত্রে যেসব সামাজিক সমস্যা দেখা দিয়েছে তা তুলে ধরার চেষ্টা করেছেন এবং একই সাথে কৃষিতে নারী সম্পৃক্ত হওয়ার ফলে গ্রামীণ অর্থনৈতিক, সামাজিক ও সাংস্কৃতিক যে পরিবর্তন হয়েছে সে বিষয় গুলোও উপস্থাপন করা হয়েছে।

উদ্দেশ্য

আমাদের গবেষণার উদ্দেশ্য হচ্ছে গ্রামীণ সমাজে নারীরা কোন ধরনের কৃষি কাজে যুক্ত হচ্ছে এবং এই যুক্ত হওয়ার ফলে নারীর সামাজিক, সাংস্কৃতিক ও অর্থনৈতিক কোনো পরিবর্তন হয়েছে কি না তা পর্যালোচনা করা।

গবেষণা জিজ্ঞাসা

১. কৃষির কোন কোন সেক্টরে নারীরা যুক্ত হচ্ছে?
২. সামাজিক ও সাংস্কৃতিক দৃষ্টিভঙ্গির পরিবর্তন হচ্ছে কি না?
৩. নারীর আর্থিক অবস্থা উন্নত হয়েছে কি না?
৪. পারিবারিক সিদ্ধান্ত গ্রহণে নারীর অবস্থান কোথায়?
৫. গ্রামীণ নারীরা কী বাজার অর্থনীতিতে প্রবেশ করতে পারছে?

এই গবেষণার জিজ্ঞাসাগুলো আমাদের লক্ষ্য ও উদ্দেশ্যকে জানতে সহায়ক ভূমিকা রাখবে।

সাহিত্য পর্যালোচনা

রমেশচন্দ্র দত্ত (২০০৮) তাঁর “বাংলার কৃষক” বইটিতে কৃষকের সামাজিক জীবন চিত্র তুলে ধরার পাশাপাশি নারীদের অবস্থান তুলে আনার চেষ্টা করেছেন। তিনি দেখান যে, গ্রামের নারীরা স্থানীয় বিভিন্ন ধরনের তুলা ক্রয় করে এবং এইসব তুলা দিয়ে বিভিন্ন ধরনের বালিশ ও বিছানা তৈরি করে স্থানীয় বাজারে বিক্রি করে। তাছাড়া নারীরা তাদের গৃহের মধ্যে পশু-পাখি, হাঁস-মুরগী পালন করে পারিবারিক অর্থনীতিতে ভূমিকা রাখে।

জাহাঙ্গীর বি.কে (১৯৯৭) “বাংলাদেশের গ্রামাঞ্চল ও শ্রেণি সংগ্রাম” বইটিতে দেখান যে, বাংলাদেশের গ্রামীণ সমাজ হচ্ছে পুরুষ শাসিত। নারীরা তুলনামূলক ভাবে অন্তরালে থাকে। গৃহের অভ্যন্তরে তারা নিত্য নৈমিত্তিক গৃহকর্ম করে থাকেন। তবে তা সম্পূর্ণ ভাবে বাড়ীর চার দেয়ালের মধ্যে আবদ্ধ নয়। দরিদ্র কৃষকের স্ত্রী প্রায়শই ধনী পরিবারে গৃহভৃত্য বা ফসল কাটার মৌসুমে ভাড়াটে মজুর হিসেবে কাজ করে থাকেন। গ্রামের ধনী কৃষকরা তাদের স্ত্রীদেরকে গৃহে আবদ্ধ করে রাখলেও দরিদ্র কৃষকরা পরিবারে অভাব-অনটনের কারণে তা পারে না।

আরেস ইয়েনেকা ও ব্যুরদেন ইওস (১৯৭৭) তাদের “বাগড়াপুর” গ্রন্থে কৃষি ক্ষেত্রে বিরাজমান উৎপাদন পদ্ধতি ও শ্রেণি সংগ্রামের বিষয়টি স্পষ্ট করে তুলে আনার পাশাপাশি কৃষক সমাজে নারী শ্রম শোষণ ও নারীর অবস্থা পর্যবেক্ষণ করেছেন।

তারা দেখান যে, মেয়েরা দিনের পর দিন কত বেশি ও কত ভারী কাজ করে থাকে। মেয়েদের কাজগুলো ঘরের চার দেয়ালের মধ্যেই সীমাবদ্ধ এবং এর কোনো মজুরী নেই।

নারী শোষণকে তারা দুটি অংশে ভাগ করেছেন একটি হলো যৌন শোষণ অন্যটি হলো অর্থনৈতিক শোষণ। সমাজে নারীর অবস্থান দুর্বল বলেই তাদের উপর অর্থনৈতিক শোষণটি প্রচ্ছন্ন থাকে এবং নারীরা অসহায় বলেই তাদের ওপর পীড়নটি বেশি হয়।

তাত্ত্বিক প্রেক্ষাপট

কৃষক অর্থনীতি যে একটি স্বতন্ত্র অর্থনৈতিক ব্যবস্থা এই বিষয়টি সর্বপ্রথম তত্ত্বের আকারে তুলে ধরেন রুশ অর্থনীতিবিদ আলেকসান্দর ভাসিলিয়েভিচ চায়ানভ। তিনি মার্ক্সীয় সমাজবিজ্ঞানে বর্ণিত দাস, সামন্ত, ধনতন্ত্রী, সমাজতন্ত্রী প্রভৃতি উৎপাদন পদ্ধতির মতো কৃষক অর্থনীতিকেও একটি স্বতন্ত্র উৎপাদন পদ্ধতি হিসেবে অভিহিত করেছেন। চায়ানভ পারিবারিক কৃষি খামার ভিত্তিক কৃষকের অর্থনীতি ও আচরণ সম্পর্কে তত্ত্ব দেন। তিনি দেখান যে, কৃষকের খামার অর্থনীতির প্রথম মৌলিক বৈশিষ্ট্য হচ্ছে যে তা একটি পারিবারিক অর্থনীতি। ধনতন্ত্রী অর্থনীতির মতো পারিবারিক অর্থনীতির লক্ষ্য মুনাফা অর্জন নয় বরং পারিবারিক খাদ্য চাহিদা পূরণ করাই এই অর্থনীতির ব্যবস্থার প্রধান লক্ষ্য।

চায়ানভের কৃষক পরিবারের খামার অর্থনীতির তত্ত্ব রাশিয়ান নিজস্ব সামাজিক অবস্থা থেকে উদ্ভূত হয়েছিল। বাংলাদেশের মতো সার্বিকভাবে কৃষি নির্ভর ও কৃষকদের দেশে তত্ত্বটির প্রয়োগমূল্য নিঃসন্দেহে এখনও বিরাজমান। কেননা বাংলাদেশের ধনতন্ত্রী কৃষি অর্থনৈতিক ব্যবস্থাই বেশি বিরাজমান। আর বর্তমান সময়ে পারিবারিক অর্থনীতির চালিকা শক্তি হচ্ছে নারী।

মার্কিন সমাজবিজ্ঞানী জেমস সি. স্কট কৃষক রাজনীতি সম্পর্কে একটি নতুন তত্ত্ব দিয়েছেন যা কৃষক অর্থনীতির সংজ্ঞাটির সাথে ওতপ্রোতভাবে যুক্ত। স্কটের তত্ত্বটির উৎস অবশ্য চায়ানভের পারিবারিক খামার অর্থনীতির তত্ত্ব থেকে।

স্কট মূলত নৈতিক অর্থনীতির কথা বলেন যা খোরাকী সীমার নিচে পড়ে যাওয়ার সম্ভাবনা থেকে কৃষকে রক্ষা করে। তাঁর মতে কৃষকের পারিবারিক খামার অর্থনীতি ও কৃষক সম্প্রদায়ের সংস্কৃতি এই দুটো উপাদানের সমন্বয়েই কৃষকের সমাজ ব্যবস্থা গড়ে ওঠে।

গবেষণা পদ্ধতি

এই গবেষণা কর্মটি মূলত গুণগত পদ্ধতিতে করা হয়েছে। আমরা উদ্দেশ্যমূলক নমুনায়ন পদ্ধতির মাধ্যমে গ্রামের ৪০টি পরিবারকে বেছে নিয়েছি। যার মধ্যে গ্রামের হিন্দু ধর্মাবলম্বী ১৩টি ও মুসলিম ধর্মাবলম্বী ২৭টি পরিবারের সাক্ষাৎকার নিয়েছি। আমরা এ ক্ষেত্রে নিম্নবিত্ত ও নিম্ন মধ্যবিত্ত পরিবারকে বেছে নিয়েছি। আমরা উপাত্ত সংগ্রহের জন্য কিছু পদ্ধতি গ্রহণ করেছি। যথা:

পর্যবেক্ষণ: পর্যবেক্ষণের মাধ্যমে আমরা মূলত গ্রামীণ নারীরা কোন ধরনের কৃষি কাজ করে এবং কৃষির কোন কোন সেক্টরে তারা যুক্ত হচ্ছে তা দেখার চেষ্টা করেছি। এক্ষেত্রে আমরা কোন প্রশ্ন বা সাক্ষাৎকার গ্রহণ না করে শুধু অবলোপন করেছি।

অনানুষ্ঠানিক সাক্ষাৎকার: অনানুষ্ঠানিক সাক্ষাৎকারের মাধ্যমে গবেষক স্বাভাবিক আলাপ-আলোচনার মাধ্যমে তথ্য সংগ্রহ করে থাকেন। আমরা আমাদের লক্ষ্যও উদ্দেশ্যকে সামনে রেখে তথ্য দাতার সাক্ষাৎকার গ্রহণ করেছি। এর মাধ্যমে আমরা গ্রামের নারীরা কোন ধরনের কৃষি কাজ করে, তাদের আর্থিক অবস্থা কেমন এবং পরিবর্তনের স্বরূপ জানার চেষ্টা করি।

কেইস স্টাডি: গবেষককে কোন বিষয় সম্পর্কে সুস্পষ্ট ধারণা লাভ করতে হলে কেইস স্টাডির প্রয়োজন হয়। এটি এমন একটি পদ্ধতি যা ফলাফলের পিছনের গল্পকে অতি সূক্ষ্মভাবে বিশ্লেষণের মাধ্যমে উপস্থাপন করা হয়। এই গবেষণায় আমরা কেইস স্টাডি পদ্ধতি গ্রহণ করেছি। এর মাধ্যমে নারীরা কিভাবে আত্মনির্ভরশীল হয়ে উঠেছে তা জানার চেষ্টা করি।

ফলাফল ও সংশ্লিষ্ট ফলাফল আলোচনা

গ্রামের নারীরা কোন ধরনের কৃষি কাজে যুক্ত হচ্ছে এবং এই যুক্ততার ফলে তাদের কোন ধরনের পরিবর্তন হচ্ছে তা আমরা গবেষণার মাধ্যমে তুলে আনতে সক্ষম হয়েছি। নিম্নে তা আলোচনা করা হলো:

গবাদি পশু-পালন

কৃষি নির্ভর বাংলাদেশের অর্থনৈতিক উন্নয়নে প্রাণিসম্পদ সাব-সেক্টরের উল্লেখযোগ্য অবদান রয়েছে। প্রাণিসম্পদ থেকে দুধ, মাংস ও ডিম উৎপাদন করে গ্রামের নারী কৃষকদের স্বাবলম্বী হতে দেখা যায়। আমরা যতগুলো সাক্ষাৎকার নিয়েছি তার মধ্যে প্রায় ৩৪টি পরিবারকেই তাদের গৃহের মধ্যে গবাদি পশু পালন করতে দেখেছি। আর এইসব গবাদি পশুর দেখাশুনা করেন মূলত নারীরা। এ ক্ষেত্রে দরিদ্র বা নিম্নবিত্ত পরিবারের পাশাপাশি মধ্যবিত্ত পরিবারকেও গবাদি পশু পালন করতে দেখা যায়। গ্রামের যে সব নারীরা গবাদি পশু পালন করে তারা সবাই যে আবার বাজার অর্থনৈতিক ব্যবস্থার সাথে সরাসরি জড়িত তা কিন্তু নয়। যেসব নারী গবাদি পশু পালন ও দুধ বিক্রি উভয়ই কাজ করে তাদের তালিকা নিম্নে দেওয়া হলো:-

ক্রমিক নং	নাম	গবাদি পশুর সংখ্যা	দুধের পরিমাণ
১	সকিনা	২টি	৫ লিটার
২	পারভীন আক্তার	৪টি	৬ লিটার
৩	ইয়াসমিন আক্তার	৫টি	৭ লিটার
৪	রীনা দেবী	৩টি	৫ লিটার

উৎস: ফিল্ড ওয়ার্ক - ২০১৬

উপরোল্লিখিত নারীরা স্বামীর অবর্তমানে নিজেরাই সকাল-বিকাল গাভী থেকে দুধ সংগ্রহ করে। এই দুধ তারা স্থানীয় বাজারে বিক্রি করে থাকে। আমরা দেখেছি যে অনেক নারী নিজেই বাজারে দুধ বিক্রি করেতে চলে আসে যা তাদেরকে বাজার অর্থনৈতিক ব্যবস্থায় প্রবেশের ইঙ্গিত দেয়।

মৎস্য চাষ

বাংলাদেশের মৎস্য চাষে নারীর অংশগ্রহণ উল্লেখযোগ্য পরিমাণে বেড়েছে। অর্থনৈতিকভাবে গুরুত্বপূর্ণ জলজ জীব যেমন- মাছ, চিংড়ি, সামুদ্রিক আগাছা, কাকড়া ইত্যাদি সামগ্রিক ভাবে মৎস্য সম্পদ বলে পরিচিত।

রসুলপুর গ্রামের নারীরা অন্যান্য খাতের মতো মৎস্য খাতেও অবদান রাখছে। গ্রামে অনেক পুকুর, ডোবা, খাল-বিল রয়েছে যেখানে খুব সহজেই মাছ চাষ করা যায়। গ্রামের নারীরা মৎস্য চাষে মূলত তাদের স্বামীকে সহযোগীতা করে থাকে। যেমন- মাছের খাদ্য তৈরী ও খাদ্য বিতরণ এবং পুকুর বা জলাশয়কে পাহারা দেওয়া ইত্যাদি কাজ নারীরাই করে থাকে। তবে আমরা আমাদের গবেষণার তথ্য সংগ্রহের মাধ্যমে জানতে পারি যে, এই গ্রামের ৪-৫ জন নারী সরাসরি মৎস্য চাষের সাথে জড়িত যারা বাড়ির আঙ্গিনার পুকুরে মাছ চাষ করে থাকেন। এর মাধ্যমে তারা তাদের পরিবারের আর্থিক স্বচ্ছলতা ফিরিয়ে আনতে সক্ষম হয়েছেন। একজন সফল মৎস্য চাষী নারীর কেইস নিম্নে দেওয়া হল

কেইস-০১

মৎস্যজীবী জাহানারা বেগমের স্বাবলম্বিতা অর্জন।

জাহানারা বেগম(৪২) রসুলপুর গ্রামের পূর্ব পাড়ার বাসিন্দা যার স্বামী ফিরোজ মিয়া তিন বছর আগে মৃত্যু বরণ করেন। তার দুই ছেলে দুই মেয়ে আছে। তাদের নিজস্ব সম্পত্তি হিসাবে ৪০ শতাংশের একটি পুকুর রয়েছে। তার স্বামী মৃত্যুর পর সংসারে অভাব-অনটন দেখা দেয়। ফলে তিনি তার বাবার কাছ থেকে ২০ হাজার টাকা নিয়ে আসেন। এই টাকা দিয়ে তিনি পুকুরে মাছের রেনু চাষ করার সিদ্ধান্ত নেন। স্থানীয় মাছ চাষী হারুন মিয়ার(৩৪) কাছ থেকে প্রথমে ১৫ হাজার

টাকার রেনু পুকুরে ফেলেন আর বাকী টাকা দিয়ে রেনু পোনাকে খাওয়ানোর জন্য ভূষি কিনেন। ৪ মাস পর এগুলো যখন বানিজ্যিকভাবে চাষের উপযোগী হয় তখন এগুলোকে তিনি স্থানীয় বাজারে বিক্রি করেন যার বাজার মূল্য ছিল প্রায় ৬৫ হাজার টাকা। এভাবে তিনি কয়েক বছর যাবত রেনু চাষ করে লাভবান হচ্ছেন। এখন তিনি পরিবারের

শাক-সবজি চাষ

গ্রামের শাক-সবজি চাহিদা মূলত নারীরাই পূরণ করে থাকেন। তারা বাড়ীর আঙ্গিনায় বিভিন্ন ধরনের শাক-সবজি চাষ করেন। প্রতিটি বাড়ীতেই শিম, লাউ ও কুমড়াসহ বিভিন্ন ধরনের সবজি চাষ করতে দেখা যায়। নিম্নে এই প্রসঙ্গে একটি কেইস দেওয়া হলো:

কেইস-০২

শাক-সবজি চাষে অঞ্জনা সিংহের স্বাবলম্বীতা অর্জন

অঞ্জনা সিংহ (৪৪) রসুলপুর গ্রামের হিন্দু পাড়ার বাসিন্দা। তার বয়স যখন ৩৯ বছর তখন তার স্বামী সড়ক দুর্ঘটনায় মারা যান। ২ ছেলে ও ১ মেয়ে নিয়ে তার পরিবার। বাড়ির আঙ্গিনায় তাদের প্রায় ৬০ শতক আবাদী জমি আছে। স্বামীর মৃত্যুর পর তিনি তার বড় ছেলে রঞ্জিত (১৭) কে নিয়ে জমিতে শাক-সবজি চাষ করেন। যার মধ্যে প্রায় ৪০ শতকে আলু, ১০ শতকে লাল শাক এবং বাকি ১০ শতকে কুমড়া ও ধনিয়া পাতা চাষ করেন। ঐ বছর তিনি আলু থেকে ২০ হাজার, লাল শাক থেকে ১২ হাজার, কুমড়া থেকে ৫ হাজার ও ধনিয়া পাতা থেকে ৭ হাজার টাকা আয় করেন। এই লাভের টাকা দিয়ে তিনি ধানের মৌসুমে পরিবারের জন্য প্রায় ১৫ মন ধান ক্রয় করেন। এভাবে কয়েক বছর চাষ করার পর তার কিছু টাকা সঞ্চয় হয় যা দিয়ে পরবর্তীতে তিনি ছেলেকে রসুলপুর বাজারে একটি মুদি দোকানের জন্য পুঁজি দিতে সক্ষম হয়। এভাবেই অঞ্জনা সিংহ স্বাবলম্বী হয় যার ফলে তিনি আর্থিক স্বচ্ছলতা লাভ করেন।

হাঁস মুরগি পালন

বাংলাদেশের গ্রামাঞ্চলে সব জায়গাতেই হাঁস-মুরগী পালন করতে দেখা যায়। এইসব হাঁস মুরগী পালনের দায়িত্ব মূলত গ্রামীন নারীরাই গ্রহণ করে থাকে। দেশী হাঁস মুরগী পালন করতে তেমন কোনো পুজির প্রয়োজন হয় না পরিবারের অবশিষ্ট খাবার খেয়েই এরা বাঁচতে পারে। নারীরা সাধারণত তার স্বামী ও সন্তানদের আর্থিক সহযোগীতা করার জন্য হাঁস-মুরগী পালন করে থাকে।

তথ্যদাতা সাজেদা বেগম (৩৮) প্রথমে প্রায় ৪৫টি হাঁস পালন করতেন। যেহেতু এই গ্রামে পর্যাপ্ত খাল-বিল ও পুকুর আছে সেহেতু হাঁসগুলো সেখানে চরে বেড়ায়। এই হাঁসগুলো দৈনিক ২০-২২টি ডিম দিয়ে থাকে। এই ডিম বিক্রি করে তিনি মাসে প্রায় ৫ হাজার টাকা আয় করেন। সাজেদা বেগমের আয়ের একটি পরিসংখ্যান নিম্নে দেওয়া হলো:-

বছর	হাঁস-মুরগির সংখ্যা	বার্ষিক ডিম উৎপাদন	বার্ষিক আয় (সংখ্যা ও দর)
১ম বছর	৪৫টি	$22 \times 365 = 8030$	$8030 \times 9 = 72270$
২য় বছর	৭০টি	$80 \times 365 = 29200$	$29200 \times 9 = 262800$
৩য় বছর	৯০টি	$95 \times 365 = 34675$	$34675 \times 9 = 312075$

উৎস: ফিল্ড ওয়ার্ক- ২০১৬

এভাবে সাজেদা বেগম পরিবার কেন্দ্রীক একটি ক্ষুদ্র খামার প্রতিষ্ঠা করতে সক্ষম হয়। তিনি তার এই লাভের টাকা দিয়ে তার স্বামী আবদুর রশিদ (৫০) কে স্থানীয় বাজারে শাক-সবজি ব্যবসা করতে পুঁজি দেন। এছাড়াও এই লাভের টাকায় তিনি তার পরিবারের রান্না ঘর নির্মাণ করেন।

ফসল উত্তোলন

রবি মৌসুমের ফসল উত্তোলনের ক্ষেত্রে নারীর অংশগ্রহণ সবচেয়ে বেশি লক্ষ্য করা যায়। এই মৌসুমে আলু, মরিচ ও ভুট্টা উত্তোলনে নারীরা মূখ্য ভূমিকা পালন করে। এ ক্ষেত্রে নারীর অংশগ্রহণ বৃদ্ধির অন্যতম কারন হচ্ছে পুরুষদের পেশা পরিবর্তন ও শহরমুখী পেশা গ্রহণ, আমরা লক্ষ্য করেছি পুরুষের দৈনিক মুজরি ৩০০-৪০০ টাকা হলেও নারীর মুজরি ১৫০-২০০ টাকা। ফলে ফসল উত্তোলনে নারী শ্রমিকদেরকেই প্রাধান্য দিতে দেখা যায়।

কেইস-০৩

ফসল উত্তোলনের মাধ্যমে আয় বৃদ্ধি

নুরজাহান বেগম (৪০) রসুলপুর গ্রামের পূর্ব পাড়ার বাসিন্দা যার স্বামী একজন রিক্সা চালক। পূর্বে তার দুই সন্তান ও শশুড়-শাশুড়ী নিয়ে স্বামীর আয় দিয়ে সংসার চালাতে তার হিমশিম খেতে হতো। তাই সুযোগ পেলেই নুরজাহান কাজে লেগে যান। এই বছর রবি মৌসুমে নুরজাহান তার পাশের বাড়ির হাশেম (৩৮) সর্দারের জমিতে কাজ করে প্রতি মাসে প্রায় ২৫০০ শত টাকা আয় করেন। তাছাড়া ধান কাঁটা, বাড়াই, মাড়াই সহ বিভিন্ন ধরনের কৃষি কাজ করে যে টাকা আয় করেন তা তিনি তার পরিবারের স্বচ্ছলতার জন্য ব্যয় করেন।

অর্থনৈতিক পরিবর্তন:

আইন অনুসারে নারীর পৈত্রিক সম্পত্তি লাভের অধিকার থাকলেও রসুলপুর গ্রামের নারীরা তাদের পৈত্রিক সম্পত্তি সাধারণত নেয় না। জমি এই গ্রামের একটি গুরুত্বপূর্ণ সম্পদ হলেও খুব কম সংখ্যক নারীরই নিজস্ব সম্পত্তি রয়েছে। গ্রামের পুরুষদের পেশা পরিবর্তনের কারণে এই গ্রামের কৃষি সেक्टरে নারীরা প্রবেশ করে আর্থিকভাবে লাভবান হচ্ছেন। পূর্বে নারীদের উপার্জনের কোন ক্ষেত্র না থাকলেও বর্তমানে সেটা রয়েছে। এ প্রসঙ্গে একটি কেইস দেওয়া হলো:

কেইস-০৪

কুলসুমা বেগমের অর্থনৈতিক পরিবর্তন

কুলসুমা বেগম (৩৪) তার স্বামী জহির (৪০) টাকা শহরে গার্মেন্টসে চাকরি করেন। তার স্বামী যা বেতন পায় তা দিয়ে ৪ সন্তান নিয়ে চলতে তার সমস্যা হয়। তাই তিনি পরিবারের জন্য কিছু আয়-উপার্জন করতে আগ্রহী ছিলেন কিন্তু তার কাছে কোনো পুঁজি ছিল না। তিনি পাশের বাড়ির ফাতেমা (৩২) কাছ থেকে জানতে পারেন যে গ্রামে একটি এনজিও নারীদের ঋণ দিয়ে থাকে। ফলে কুলসুমা বেগম তার স্বামীর অনুমতিক্রমে স্থানীয় একটি এনজিও থেকে ৪০ হাজার টাকা ঋণ নেন। ২০ হাজার টাকা দিয়ে একটি বাছুর আর বাকি টাকা দিয়ে ৩ টি ছাগল ক্রয় করেন। এগুলো তিনি প্রায় এক বছর পালন করে গাভীটিকে ৫৫ হাজার ও ছাগল ৩টি কে ৪৫ হাজার টাকা বিক্রি করেন। পরবর্তীতে তিনি আরো দুটি গরু ক্রয় করেন। এভাবে তিনি যেমন পরিবারের আর্থিক অভাব-অনটন দূর করতে পেরেছেন তেমনি নিজের পায়ে দাঁড়াতে সক্ষম হয়েছেন।

গৃহে নারীর অবস্থান

রসুলপুর গ্রামের নারীদেরকে সাধারণত সন্তান উৎপাদনের মাধ্যম হিসেবে ব্যবহার করা হয়ে থাকে। বংশধারা টিকিয়ে রাখার জন্য সন্তান প্রয়োজন আর এই সন্তান উৎপাদনের মেশিন হচ্ছে নারী। নারীরা পুরুষের মত কাজ করলেও তাদের কাজকে উৎপাদনশীল কাজ হিসেবে গণ্য করা হয় না। ফলে নারীরা তাদের গৃহে পুরুষদের মতো সমানভাবে অবস্থান করতে পারে না। তবে গৃহের দেখাশুনা ও কাজ কর্মের সবটুকু দায়িত্ব নারীর উপরই বর্তায়। কিন্তু নারীদের এই কাজের কোনো মূল্যায়ন নেই।

তবে যেসব নারীরা অর্থ উপার্জন করতে পারে এবং যারা কৃষি কাজের সাথে সরাসরি যুক্ত তাদের অবস্থা কিছুটা পরিবর্তন লক্ষ্য করা যায়। এই গ্রামের ৫ জন নারী শিক্ষক, ৩ জন স্বাস্থ্যকর্মী ও ১২ জন গার্মেন্টসকর্মী রয়েছে। তাদের পারিবারিক অবস্থা অন্য নারীদের চেয়ে ভিন্ন। খাদিজা বেগম (৩২) একজন ইউনিয়ন স্বাস্থ্যকর্মী। পরিবারের স্বামীর চেয়ে তার মতামতের গুরুত্ব বেশি। কেননা তিনি পরিবারের ভরন-পোষন করে থাকেন। তাছাড়া জাহানারা (৪২) মৎস্য চাষের

মাধ্যমে স্বাবলম্বীতা অর্জন করে পরিবারে গুরুত্বপূর্ণ ভূমিকা রাখছেন। তার গৃহে তিনিই কর্তা এবং পরিবারের সব সিদ্ধান্ত তিনিই গ্রহণ করেন।

শিক্ষা গ্রহণে নারী

পূর্বে এই গ্রামের নারী শিক্ষা বলতে মূলত ইসলামী শিক্ষাকে বোঝানো হত। কোরান পড়তে পারলেই নারীকে শিক্ষিত মনে করা হতো। পরিবার মনে করতো যে, মেয়েদের এত লেখাপড়া দিয়ে কী হবে? তাদের মতে নারীদের বেশি লেখাপড়ার প্রয়োজন নেই। কিন্তু বর্তমানে এই দৃষ্টিভঙ্গির পরিবর্তন লক্ষ্য করা যায়। বর্তমানে এই গ্রামের পিতা-মাতারা তাদের কন্যা সন্তানকে শিক্ষা গ্রহণে বেশ মনোযোগী। ধনী থেকে দরিদ্র সব পরিবারই মেয়েদেরকে প্রাথমিক শিক্ষা গ্রহণ করাতে চায়। তবে কিছু নারী এখন উচ্চশিক্ষাও গ্রহণ করছে। এই গ্রামের দুই জন নারী বর্তমানে কলেজে এবং ৩ জন প্রাইমারী স্কুলে শিক্ষক হিসেবে নিয়োজিত আছেন। নিম্নে আরো একটি কেইস দেওয়া হলো-

কেইস-০৫

প্রশিক্ষকের মাধ্যমে সোনিয়ার আত্মনির্ভরশীল হয়ে ওঠা

সোনিয়া আক্তার(৩৫) রসুলপুর গ্রামের পূর্ব পাড়ার বাসিন্দা। তার স্বামী আবু হানিফ (৪২) তার বিয়ের ৬ বছর পর আরো একটি বিয়ে করেন। তখন তিনি একদিকে পারিবারিক অন্যদিকে অর্থনৈতিক ও সামাজিক ভাবে হতাশাগ্রস্ত হয়ে পড়েন। তিনি দশম শ্রেণী পর্যন্ত লেখাপড়া করেছিলেন। কিছু দিন পর তিনি গ্রামের কমিউনিটি লার্নিং সেন্টার (সিএলসি) থেকে গরু মোটোতাজাকরন ও পশু পালন সম্পর্কিত একটি প্রশিক্ষণ গ্রহণ করেন। প্রশিক্ষণের পর তিনি স্থানীয় এনজিও থেকে ঋণ নিয়ে ২টি গরু ক্রয় করেন। পরবর্তী বছরে তার একটি গাভী বাছুর জন্ম দেয়। তিনি এখন নিয়মিত বাজারে দুধ বিক্রি করেন ফলে পূর্বে তিনি যে হতাশা ও অভাবের মধ্য ছিলেন তা কেটে উঠতে পেরেছেন।

সামাজিক কর্মকাণ্ডে নারী

এই গ্রামের নারীরা বিভিন্ন ধরনের সামাজিক কর্মকাণ্ডের সাথে জড়িত। শিক্ষিত নারীরা সমাজ সচেতনতামূলক কাজ করে থাকে এবং মানুষকে কুসংস্কার থেকে দূরে রাখার চেষ্টা করেন। শিক্ষিত নারীরা গ্রামের যৌতুক প্রথা রোধে কাজ করছে। তারা গ্রামের লোকদের বোঝানোর চেষ্টা করেন যে, যৌতুক নেওয়া ও দেওয়া দুটিই সমান অপরাধ।

তাছাড়া গ্রামের শিক্ষিত সচেতন নারীরা সমাজের ইভটিজিং রোধ করার চেষ্টা করছে, তারা স্কুল পড়ুয়া মেয়েদেরকে ইভটিজিং থেকে রক্ষা পাওয়ার জন্য ছেলেদের দিকে না তাকানো, ছেলেদের সাথে কথা না বলা ও হিজাব পড়ার জন্য মেয়েদের পরামর্শ দেন। এই গ্রামের মেয়ে শিল্পী রানী একজন জন প্রতিনিধি, তিনি রসুলপুর ইউনিয়ন পরিষদের মহিলা মেম্বর হিসেবে নির্বাচিত। তিনি এই গ্রামের মানুষদের সচেতন করার জন্য কাজ করছেন। গত এক বছরে শিল্পী রানীর সামাজিক কর্মকাণ্ড গুলো দেখতে গেলে দেখা যায় যে, তিনি রসুলপুর গ্রামের ৪টি পাড়ায় ৪টি নারী সভা করেন যার মাধ্যমে তিনি নারীদের সচেতন করার চেষ্টা করেন। তিনি ৬ জন নারী যারা বিভিন্ন সময়ে পুরুষের দ্বারা নির্যাতিত হয়েছে তাদের ক্ষতিপূরণ আদায় করতে সক্ষম হয়েছেন। পাশাপাশি ইভটিজিং রোধে তিনি তার গ্রামের স্কুলে নিয়মিত প্রচারনা চালাচ্ছেন।

মজুরি গ্রহণ

গ্রামের নারীদেরকে কখন ও মজুরি শ্রমিক হিসেবে গণ্য করা হতো না। নারীরা পুরুষের সমান শ্রম দিলেও তাদের শ্রমকে পুরুষেরা শ্রম বলতে রাজী নয়। পুরুষেরা মনে করে নারীদের কাজ শুধু থালা-পাতিল মাজা ও রান্না করা এবং গৃহকে পরিষ্কার পরিচ্ছন্ন রাখা।

গ্রামে উৎপাদনশীল কাজকেই কেবল গুরুত্ব দেওয়া হয়। আর এই উৎপাদনশীল কাজে নারীর অংশগ্রহণ তুলনামূলক ভাবে কম। যেসব নারীরা ক্ষেত-খামারে শ্রম দেয় তারাও বিভিন্ন ধরনের মজুরি বৈষম্যের শিকার হচ্ছে। নারীরা পুরুষদের মত সম-শ্রম দিয়েও মজুরী কম পায়। গ্রামে পুরুষ শ্রমিকের সংকট দেখা দিলে নারী শ্রমিকদের দিয়ে ক্ষেত-খামারে কাজ করতে দেখা যায়।

তথ্যদাতা লিপি আকার (৩২) জানায় যে, তিনি পূর্বে অন্যর বাড়িতে কাজ করলেও তার বিনিময়ে তাকে কখনো নগদ টাকা প্রদান করা হতো না। কাজের বিনিময়ে তাকে সামান্য চাল, আলু ও মরিচ দিত কিন্তু বর্তমানে তিনি টাকার বিনিময় ছাড়া কোনো কাজ করেন না। এখন তিনি দৈনিক ২০০-২৫০ টাকা মজুরি পান।

উপসংহার ও সুপারিশ

আমাদের গবেষণার অন্যতম লক্ষ্য ছিল নারীরা কোন ধরনের কৃষি কাজে যুক্ত তা দেখা এবং নারীর অর্থনৈতিক, সামাজিক ও সাংস্কৃতিক অবস্থার পরিবর্তনকে দেখা। সেক্ষেত্রে আমরা গবেষণায় দেখতে পাই যে, নারীরা গবাদী পশু পালন, মৎস্য চাষ, ও হাঁস-মুরগী পালনসহ বিভিন্ন ধরনের কৃষি কাজ করেন। এই কৃষি কাজে যুক্ত হওয়ার ফলে তারা তাদের পারিবারিক অর্থনীতিতে যেমন ভূমিকা রাখতে পারছে তেমনি দেশের দারিদ্রতা হ্রাসেও ভূমিকা পালন করছে। কৃষিতে যুক্ত হওয়ার ফলে নারীরা স্বাবলম্বী হতে পারছে যার ফলে সামাজিক ও সাংস্কৃতিক অবস্থার পরিবর্তন লক্ষ্য করা যায়। পূর্বে সমাজের লোকেরা নারীর পেশায় জড়িত হওয়াকে ইতিবাচক চোখে না দেখলেও বর্তমানে এই দৃষ্টিভঙ্গির পরিবর্তন লক্ষ্য করা যায়।

পুরুষ কৃষকের পাশাপাশি নারী কৃষকরাও শস্য উৎপাদন ও অর্থনীতির চাকা সচল রাখতে গুরুত্বপূর্ণ ভূমিকা পালন করছে। এক্ষেত্রে আমরা দেখেছি যে, এই গ্রামের নারীরা কৃষি কাজে তাদের স্বামীকে সহযোগীতা করে থাকে। যেমন- কৃষকের ষাড়কে নারীরা গৃহের মধ্যে দেখাশুনা ও যত্ন নিয়ে থাকেন। তাছাড়া নারীরা ধান মাড়াই, ঝাড়াই, বাছাইসহ আরো অনেক কাজ করে থাকেন।

এই গ্রামের দুই সম্প্রদায়ের (হিন্দু ও মুসলমান) নারীদের কৃষি কাজকে আমরা লক্ষ্য করেছি। হিন্দু সম্প্রদায়ের নারীদেরকে কৃষি কাজে তুলনা মূলক ভাবে কম দেখা গেলেও তাদের মধ্যে যারা বাড়ুই তাদেরকে কেবল পান চাষ করতে দেখা যায়। তবে সব বাড়ুই সম্প্রদায়ের নারীরাই যে পান চাষের সাথে জড়িত তা নয়। এই গ্রামে আমরা দুটি এন.জি.ও প্রতিষ্ঠান লক্ষ্য করেছি। এর মধ্যে CLC নামের প্রতিষ্ঠানটি নারীদেরকে কৃষি কাজে যুক্ত করার ক্ষেত্রে বেশি অবদান রাখছে। প্রতিষ্ঠানটি মূলত নারীদেরকে গরু মোটাতাজা করণ, বীজ সংরক্ষণ, শাক-সবজি উৎপাদনসহ নানা ধরনের কৃষি প্রশিক্ষণ দিয়ে থাকে। যা গ্রহণ করে নারীরা তাদের ভাগ্যের পরিবর্তন করছেন।

আমরা আমাদের গবেষণার তথ্য-উপাত্ত বিশ্লেষণ করে দেখতে পাই যে, নারীরা কৃষি কাজে যুক্ত হতে আগ্রহী। সেক্ষেত্রে কিছু পদক্ষেপ গ্রহণ করার প্রয়োজন যা আমাদের তথ্যদাতার কথাতেই উঠে এসেছে। সেগুলো হলো-

১. রাষ্ট্রীয়ভাবে নারী কৃষকদের উৎসাহ প্রদান করা। এক্ষেত্রে নারীদের বিনামূল্যে সার ও বীজ বিতরণ করা যেতে পারে।
২. নারী কৃষকদের সহজ শর্তে ঋণ প্রদান। এক্ষেত্রে সরকারি ব্যাংক গুলো নারীদের সহজ শর্তে ও কম সুদে ঋণ দিতে পারে।
৩. সামাজিক দৃষ্টিভঙ্গির পরিবর্তন এবং কৃষিকাজে নারীদের উৎসাহ প্রদান করতে হবে। এক্ষেত্রে স্থানীয় মহিলা মেম্বাররা সামাজিক দৃষ্টিভঙ্গি পরিবর্তনে ভূমিকা রাখতে পারে।
৪. নারী-পুরুষের মজুরি বৈষম্য রোধ করা। এক্ষেত্রে পুরুষের কাজের মত নারীর কাজকেও স্বীকৃতি দেয়া যেতে পারে।
৫. নারীদের প্রশিক্ষণের ব্যবস্থা করা। এক্ষেত্রে কৃষি ইন্সটিটিউট বা ইউনিয়ন পরিষদে নারীদের প্রশিক্ষণের ব্যবস্থা করা যেতে পারে।

উপরের এই বিষয়গুলোকে বিবেচনায় নিলে নারীরা যেমন স্বাবলম্বী হতে পারবে তেমনি তারা দেশের দারিদ্রতা হ্রাসে গুরুত্বপূর্ণ ভূমিকা পালন করতে পারে। বাংলাদেশে অর্থনীতিতে কৃষি ক্ষেত্রের অবদান আরো বাড়াতে হলে অবশ্যই নারী কৃষকদের প্রতি সংশ্লিষ্টদের মনোযোগ দিতে হবে।

গবেষণা সারসংক্ষেপ:

কৃষিতে নারীর সম্পৃক্ততা: পরিবর্তনশীল গ্রামীণ অর্থনীতি।

কৃষিতে পুরুষের অংশগ্রহণ যেখানে হ্রাস পাচ্ছে সেখানে নারীর অংশগ্রহণ দিন দিন বৃদ্ধি পাচ্ছে। যার ফলে আমরা কৃষি ভিত্তি অর্থনৈতিক ব্যবস্থায় আশার আলো দেখতে পাচ্ছি। বাংলাদেশের কৃষি অর্থনীতির প্রায় সকল শাখাতেই নারীর অংশগ্রহণ দেখা যায়।

আমাদের গবেষণার মূল লক্ষ্য ছিল গ্রামীণ সমাজে নারীরা কোন ধরনের কৃষি কাজে যুক্ত হচ্ছে তা দেখা এবং এই যুক্ততার ফলে গ্রামীণ সমাজে নারীর অর্থনৈতিক, সামাজিক ও সাংস্কৃতিক কোন পরিবর্তন হয়েছে কী না তা পর্যালোচনা করা। আমরা আমাদের গবেষণার মাধ্যমে দেখানোর চেষ্টা করেছি যে, নারীর অর্থনৈতিক মুক্তি হলে সমাজ ও সাংস্কৃতিতে তাদের অবস্থান আরো দৃঢ় হবে। ফলে তারা পরিবার ও সমাজে তাদের মতামত প্রয়োগ করতে পারবে।

এই গবেষণা কর্মটি পরিচালনা করেছি মূলত পর্যবেক্ষণ, অনানুষ্ঠানিক সাক্ষাৎকার ও কেইস স্টাডির মাধ্যমে। গবেষণায় দেখতে সক্ষম হয়েছি যে, নারীরা পূর্বের তুলনায় আরো অনেক বেশি পরিমাণে কৃষি কাজে যুক্ত হচ্ছে। আর এর অন্যতম কারন হচ্ছে পুরুষের পেশা পরিবর্তন ও কৃষি কাজে নারীর আগ্রহের কারণেই। পূর্বে গ্রামীণ কৃষি ভিত্তিক অর্থনীতি মূল চালিকা শক্তি ছিল পুরুষ আর নারী ছিল কেবল পুরুষের সহযোগী। নারীরা পুরুষের কাজে সাহায্য করলেও তাদের এই কাজকে পুরুষরা স্বীকার করতো না। গ্রামের পুরুষরা শহর কেন্দ্রীক বিভিন্ন পেশায় যুক্ত হওয়াতে ও প্রবাসী হওয়ায় এই সেক্টরে নারীর সরাসরি অংশগ্রহণের সুযোগ হয়েছে।

আদিম কাল থেকেই নারীরা পরিবারের আর্থিক অবস্থার উন্নয়নে ও আমিষের চাহিদা পূরণের গৃহের মধ্যে গবাদি পশু পালন করতো কিন্তু তাদের এই কাজকে কখনই উৎপাদনশীল কাজ হিসেবে গণ্য করা হতো না। কিন্তু আমরা আমাদের গবেষণায় দেখেছি যে, অনেক নারীই এখন লাভজনক সেক্টর হিসেবে কৃষি ভিত্তিক খামার অর্থনৈতিক ব্যবস্থার সাথে যুক্ত হচ্ছে। খামার প্রতিষ্ঠা করা বা গবাদি পশু পালন করার জন্য অনেক নারীকেই আজকাল বিভিন্ন প্রতিষ্ঠান বা এন.জি.ও থেকে ঝুঁকি নিয়ে ঋণ গ্রহণ করতে দেখা যায়।

বাংলাদেশের নারী শ্রমিকদের মধ্যে বেশির ভাগই গার্মেন্টস সেক্টরের সাথে যুক্ত। কিন্তু এই সেক্টরটিকেও যদি নারীদের জন্য পুরোপুরি উন্মুক্ত করা যায় তাহলে সমাজ ও দেশের অর্থনৈতিক পরিবর্তন ও দারিদ্রতা হ্রাস পেতে পারে। যেসব নারীরা কৃষি কাজে যুক্ত তাদের আর্থিক অবস্থা অন্যদের চেয়ে ভাল।

বাংলাদেশের গ্রামাঞ্চলে নারীদের কর্মসংস্থানের আরো একটি সম্ভাবনাময় সেক্টর হচ্ছে মৎস্য খাত। এই খাতে নারীর অংশগ্রহণ বৃদ্ধি পাচ্ছে যা আমরা আমাদের গবেষণার মাধ্যমে দেখতে পাই। গ্রামাঞ্চলের পর্যাপ্ত পুকুর, খাল-বিল নারীকে এই সেক্টরে যুক্ত হওয়ার ক্ষেত্রে উৎসাহ প্রদান করছে।

তাছাড়া বাড়ির আঙ্গিনায় শাক-সবজি চাষ করে নারীরা আর্থিক ভাবে যেমন লাভবান হচ্ছেন তেমনি এ দেশের অনাবাদী জমি গুলোও চাষের আওতায় আসছে।

নারীরা গবাদি পশুর দুধ, ডিম, মাছ ও শাক-সবজি বিক্রি করার জন্য বাজার অর্থনীতির সাথে সরাসরি জড়িয়ে পড়ছে। এইসব কাজে যুক্ততার ফলে নারীর অর্থনৈতিক, সামাজিক ও সাংস্কৃতিক পরিবর্তন লক্ষ্যনীয়।

বর্তমানে নারীরা কৃষির বিভিন্ন সেক্টরে যুক্ত হয়ে মুনাফা অর্জন করছে এবং কৃষি শ্রমিক হিসেবে তারা তাদের শ্রম বিক্রি করতে পারছে। ফলে তারা যেমন তাদের পারিবারিক অর্থনৈতিক ব্যবস্থায় পুরুষদের মতো সমান ভূমিকা পালন করতে পারছে তেমনি পরিবার ও সমাজে তারা তাদের সিদ্ধান্ত বা মতামত দিতে পারছে।

নারীদের বিভিন্ন ধরনের পর্দা প্রথার কথা বলে ঘরের চার দেয়ালের মধ্যে আবদ্ধ করে রাখার চেষ্টা করলেও তা সম্ভব হয়নি কেবল কৃষি সেক্টরে নারীর অংশগ্রহণের কারনে। নারীরা এখন সরাসরি মাঠে কাজ করছে। যা পূর্বে করা যেত না।

গ্রামীণ নারীরা লাভজনক কৃষি কাজে যুক্ত হওয়ার আগ্রহ দেখালেও তারা তা করতে পারে না কেবল অর্থের অভাবে। আমরা দেখেছি যে অনেক নারীই হাঁস-মুরগী বা গরু-ছাগল পালনের জন্য খামার তৈরি করতে চায় কিন্তু অর্থের অভাবে তা পারছে না। এক্ষেত্রে নারীদেরকে যদি সহজ শর্তে ঋণ দেওয়া যায় তাহলে এ সেক্টরে আরো অনেক নারী যুক্ত হতে পারে।

তাছাড়া নারীদের সঠিক প্রশিক্ষণের ব্যবস্থা করলে গ্রামীণ কৃষি শস্য উৎপাদনে তারা আরো বেশি উৎসাহ পাবে বলে মনে করা যায়।

সর্বোপরি বলা যায় যে, কৃষি কাজে যুক্ত হওয়ার ক্ষেত্রে নারীরা যেসব সমস্যার সম্মুখীন হয় তা দূর করা গেলে দেশের দারিদ্রতা হ্রাসসহ গ্রামীণ নারীদের অধিক হারে কর্মসংস্থানের ব্যবস্থা করে দারিদ্রতা দূর করা যেতে পারে।

তথ্যপুঞ্জি:

Aminuzzaman, M.Salahuddin. 2011. "Essentials of social research", osderpublication, Dhaka. 12-116 PP.

Islam, A.K.M, Aminul. 1974. "A Bangladesh village conflict and cohesion", schenkman publication company, Cambridge, Massachusetts. 46 PP.

Neumal, w. Lawrence. 2001. "Social Research Method: qualitative and quantitative approaches", A Viacom company, America. 123 PP.

Peet, richard and Hartwick, Elaine. 2009. "Theory of development : Contentions, Arguments, alternative", The guilford Prees, New York. 68-269pp.

Schouten, p. 2010. James scott on Agriculture as politics, the Danger of standardization and Not Being Governed. <<http://www.theory-talks.org/2010/05/theory-talk-38.html> (2010, May 15)

Teodor, Shanin, 1986. Russia in the 1920s: Chayanov's "Theory of peasant Economy" and its place in the Contemporary intellectual history. <https://www.europe-solidaire.org/spip.php?article40122> (1986, july 20)

আরেন্স, ইয়োনেকা ও ব্যুরদেন, ইন্ডস, ১৯৭৭, "বাগড়াপুর", গণপ্রকাশনী, ঢাকা পৃ: ৫৬-৭৫

ইমাম, ড. এ. এফ আলী, ২০১১, "সামাজিক অসমতা", নভেল পাবলিশিং হাউজ, ঢাকা। পৃ: ৩৫, ১৯৭, ২৯৬।

জাহাঙ্গীর, বি.কে, ১৯৯৭, "বাংলাদেশের গ্রামাঞ্চল ও শ্রেণি সংগ্রাম", সমাজ নিরীক্ষণ কেন্দ্র (সনিক), ঢাকা। পৃ: ৬১-৯৩।

মাহমুদ, ইফতেখার, ২০১৫, নারীর পক্ষে পুরুষ কৃষিতে নারী ও পুরুষের মজুরি বৈষম্য কমেছে, <https://m.prothomalo.com/bangladesh/article/641863> (২০১৫, সেপ্টেম্বর ২৯)।

তন্মায়, নাহিদ, ২০১৬, কৃষিতে নারীর ভূমিকা বাড়ছে কমছে না মজুরি বৈষম্য, <https://samakal.com/bangladesh/article/1610243033> (২০১৬, অক্টোবর ১৫)।

দত্ত, রমেশচন্দ্র, ২০০৮ "বাংলার কৃষক", বাংলা একাডেমী, ঢাকা, পৃ: ২১-৫০