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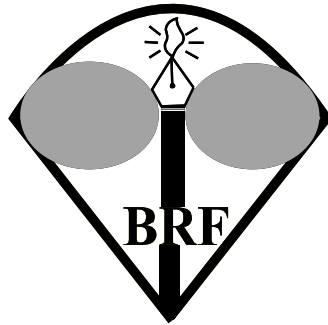# BANGLADESH RESEARCH FOUNDATION JOURNAL

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Editorial

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(Md. Abdul Karim Ruman)
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2. **Typing/Printing:**
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Table of Contents

Health Status of Hazardous Child Labor in Leather Industry: A Study in Dhaka City

Mohammad Mainuddin Mollah*
Subarna Shirin**

Abstract

"The child is the beginning without end. The end of the child is the beginning of the end. When a society allows its children to be killed, it is because it has begun its own suicide as a society. When it does not love the child it is because it has failed to recognize its humanity"- this was the realization of Herbert de Souza, in 1992. Hazardous child labor constitutes one of the most vulnerable and marginal groups in Bangladesh. Child laborers are the victims of thousands of problems; e.g. poverty, scarcity, deprivation, torture, sickness, violation of child rights etc. At present, total working children between 5 to 17 years old is estimated at 7.9 million and maximum of them are involved with various types of hazardous work. Their health status is not good enough to survive as normal human beings. There are child welfare policy, laws, ordinances and rules to provide social security and other services to the children for their well being, especially vulnerable children like child labor, street children, trafficked children, etc. Bangladesh also has rectified the United Nations Convention on the Rights of Child, 1989. Regrettably, not all government and non-government organizations follow these rules with sincerity. Findings of this study indicate that most of the time the hazardous child laborers suffer from various health related problems (physical, social and mental health) and are deprived from the required rights and facilities as they are supposed to have as citizens of Bangladesh. As a result, the situations of malnutrition, insecurity, illiteracy, unskilled labor, social crime and violation of human rights persist. The present paper is an attempt to understand the health status of hazardous child labor followed by suggestions to overcome these situations.

Key Words: Hazardous Child Labor, Health Status, Leather Industry, Child Rights, Deprivations, Conventions, Development, International Labor Organization, Bangladesh Bureau of Statistics, Non-Government Organization.

1. Background of the Study

Bangladesh is a country with over 153 million people (UNDP, 2008) and is considered to be one of the most densely populated countries of the world. The majority of the people are considered to be extremely poor by world standards and about 35 percent of the population lives on less than one U.S. dollar per day (Islam et. al., 2007).

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Of the 153 million people in the population of Bangladesh, about 37 million people are children between the ages of 5 to 14 years and make up approximately 24 percent of the total country's population (SIMPOC, 2006).

The National Child Labor Survey (2002-03), conducted by the Bangladesh Bureau of Statistics, estimated the number of working children from 5 to 17 years of age at 7.9 million. The NCLS of 2002-03 referred to children who worked at least one hour per week in either paid or unpaid labor and children younger than the minimum age required for the work they were engaged to perform. The BBS (2003) showed that the majority of children engaged in labor were male. In contradiction to the NCLS study, the Save the Children study claimed the national statistics by the BBS grossly underestimated the actual numbers of children working primarily because the NCLS did not include figures from various parts of the informal sectors, such as house servant labor, which accounts for a large number of child laborers (Islam et. al., 2007).

The last ten years has seen a world-wide decline in the use of children in the labor force (ILO, 2006). However, the incidence of child labor in Bangladesh is still considered to be one of the highest in Asia (Chaudri et. al., 2004). In 1999, the International Labor Organization (ILO) adopted Convention 182, a new international human rights instrument to prioritize the elimination of the Worst Forms of Child Labor Agreement. According to the Convention 182, there are two categories of the worst forms of child labor that exist in the world. A. Slave labor, prostitution and pornography, illicit traders and trafficking, and forced service in the armed forces; and B. Child labor that includes works that expose children to dangerous and hazardous forms of works which endanger and jeopardize their physical and emotional health and well-being, including all work conducted by the children under the age of 18 years old that equals or exceeds 43 hours in a work week (ILO, 1999).

The Convention 182 called for immediate and responsive measures to secure the prohibition and elimination of all these forms of child labor and child abuse. The ratification of ILO Convention 182 was completed by 169 countries committed to show the global and political commitment to further improve the lives of children who work. Bangladesh signed the Convention 182 in the year 2001. Further, the United Nations Convention on the Rights of the Child (CRC) was signed by Bangladesh in 1989 to demonstrate a commitment to the compliance and enforcement of the rights of children. However, the incidence of child labor in Bangladesh is still among the highest in the world. To make matters worse, about 41 percent of all child laborers in Bangladesh are working in what would be constituted as hazardous forms of child labor (ILO, 2006). Child Labor in leather sector has been on a rapid incline in Bangladesh society (ILO, 2006). The growing number of child laborers in Bangladesh who suffer from fragile physical, mental and social health are of national importance and concern.

2. Rationale of the Study

Because of these risk factors, health statuses of child labor are very fragile and deteriorate. The children, who are involved in hazardous work like leather industry, are not good in physical, mental and social health. They are deprived of balance diet. For that reason they are not able to fulfill the standard nutrition level. According to BBS, a person has to take minimum 2122 KCAL of food per day. This is called DCI (Direct Calorie Intake). But child

labors in leather factory are not able to attain this. They are also unable to fulfill their basic human needs. According to Prof. Nazrul Islam, "A person should have Food and Nutrition (2122 KCAL), Cloth (Minimum 2 Sets), Health Facility (Primary Health Care), Education (Primary Education), and Accommodation (Some distinct Rooms)" (Islam: 1996). Hazardous child labors are deprived of these facilities. As a result, their physical, mental and social healths do not develop and they are physically under weight and height. The progress of their different organs, bones and muscles are also low enough. Because of their immunity and secretion system, they often are attacked by different diseases. According to the Study of Dr. Wahidur Rahman, child labors face 50 types of hazardous health symptoms. Cough, fever, low vision power, pain in eyes, jaundice, blind in night, migraine, vomiting, ash ma, tuberculosis, gastric, stomach upset, diarrhea, pneumonia, cornice bronchitis, under weight, NRI, skin diseases, hernia, blood cancer are some of them. This research has shown that this hazardous child labor often fall in 17 types of diseases (Rahman, 1996).

Their mental as well as social health is not in good situation. Because of high load of work and malnutrition, their mental growth has been hampered. In their mind always there is existence of fear, anxiety, worry and grief. From the beginning of their birth, they are the victims of emotional deprivation. So, their characters are dominated by unpleasant emotions. The socialization process of the children, who are involved in hazardous work, is faulty. Because of their social situation they are unable to interact harmoniously with other members of the society. As a result, they do not learn to behave in socially approved way, they do not play approved social roles and their social attitude does not develop properly. On the other hand, socially they are not well accepted. In their work place they always become victims of motivational conflict. Poverty, family values and social stratification etc. increase their mental stress. So, these types of hazardous child labors (child laborers in leather industry) are often suffering from deviant behavior and bipolar disorder and sometimes they are involved in anti- social activities.

The main question is whether the work performed by the children in leather production is dangerous or not from the perspective of risk evaluation. It can be concluded that the works of children in tanneries involve activities that are harmful for them. However, a lot is still unknown about the exact work the children perform and the means of evaluation are missing. In this context, this research will help to identify and understand the current health (physical, mental and social) status of hazardous child laborers working in leather industry. Thus, the research can potentially improve health and other necessary services for them. Besides, the policy makers and the city planners can gather more information on how to reduce the number of hazardous child laborers in Dhaka city as well as Bangladesh.

3. Objectives of the Study

General Objective of the study is to understand the current health (physical, mental and social) status of hazardous child laborers working in leather industry of Bangladesh followed by some specific objectives stated below:

- To know the personal, demographic information of child laborers as well as the various socio-economic factors that influence them to be involved in this type of hazardous work;
- To know about their working hours, duration of work, nature of work as well as their income and other benefits;

- To identify their problems, especially health hazards, medical services, and their knowledge about it;
- To investigate their knowledge about children's rights, opportunities and create consciousness about child labor; and
- To give recommendations for developing their future condition and health status on the basis of information and their opinions.

4. Operational Definition of Concepts:

A. Hazardous Child Laborer

The term "Hazardous Child Laborers" has been introduced by International Labor Organization (ILO). According to ILO Convention-182 (Article 3), the term "the worst forms of child labor" comprises:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;

(b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

(d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (ILO, 1999).

In Bangladesh perspective, the children who work in dangerous areas or fields such as garments and bedding shops, painting cars and furniture, leather industry, garments industry, flour industry, constructional work, sewing fishing nets, electric work, ironing, press work, pulling rickshaw and van, helper of bus and other vehicles, carpentry, welding, glass factory, biscuit factory, bidi factory, aluminum factory, salt factory, spinning factory, oil factory, rice factory, soap factory, jute factory, bengal factory etc. can be called hazardous child laborers.

In this study, working in leather industries are addressed as hazardous work and those children who work in these industries are addressed as hazardous child laborers. Because this type of work deteriorates their physical, mental and social health; and impedes their physical, mental and social development.

B. Health Status

Health is the level of functional and/or metabolic efficiency of a living being. In human life, it is the general condition of a person in mind, body and spirit, usually meaning to be free from illness, injury or pain. The World Health Organization (WHO) defined health in its broader sense in 1946 as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (WHO, 1946). In this study, Health Status means physical as well as mental situation and coping ability with the society.

C. Leather Industries

It is an industry where leather is processed for exporting and leather commodities are marketed. The leather industry sector, which is the fourth largest foreign exchange earner of the country contributing about six per cent of total export earnings, produces 150 metric tons

of solid waste every day contaminating the environment and water of the metropolis. In this study, leather industries situated in Hazaribag area in Dhaka city have been treated as leather industries.

5. Methodology

The present study is basically an exploratory social survey. Hazaribag Thana under Dhaka Metropolitan area is considered as a research area. For the purposes of this study, hazardous child laborer is identified as both male and female persons between the ages of 8 to 18 years old. At first the working sectors of child laborers have been identified by observation. Then by purposive (non-probability) sampling from the different leather industries in Hazaribag Thana 120 child laborers have been selected. Data was collected directly from the hazardous child laborers working in leather industries; i.e., primary source. For this reason, one interview schedule written in Bangla was used for data collection. To make standard interview schedule, adequate precaution and preparation were taken, such as before finalizing of interview schedule a pre-testing was conducted and both closed ended and open ended questions were adopted here. The investigators used face to face interviews for direct data collection. At the same time, they observed answers. It helped investigators to find out correct information. Collected data was processed and analyzed by following proper research and statistical procedures. Firstly, the collected data was edited; then it was classified and tabulated. After that the classified and tabulated data was analyzed using descriptive method and statistical procedures including percentage, Central Tendency (Arithmetic Mean, Median, and Mode) and Standard Deviation etc. The analyzed data was presented in comprehensible way.

6. Findings of the Study:

6.1 Demographic and Socio-economic information of Child Laborers

The average age of the child labor in the leather industry is 14.98 years and the standard deviation is 1.94 years. Most of the respondents (40.83 percent) are within 14–16 age level (Table 6.1.1). Reportedly, it is poverty that has forced them to be involved in this extremely risky and unhygienic work.

Table- 6.1.1: Age of the Child Laborers

Age (Years)	Frequency	Percentage
8-10	2	1.67
10-12	8	6.67
12-14	20	16.67
14-16	49	40.83
16-18	41	34.17
Total	**120**	**100.00**

Average Age= 14.98 years and Standard Deviation= 1.94 years.

According to the Factories Act 1965 and Rules 1979 (Section 66), no child who has not completed fourteen years of age shall be required or allowed to work in any factory (Khan, 2001: 265). However, the figures of this table (Table 6.1.1) indicate that, 25 percent

of tannery child laborers are within or under this age. According to The Worst Forms of Child Labor Convention 1999 (no.182) article 2 and 3, it is prohibited to appoint any child laborer below 18 years old in hazardous work. Though there are many laws regarding child labor and protection of children in the labor force, in Bangladesh yet there is no proper implement of the laws. So, the number of hazardous child laborers is increasing day by day.

A small proportion of female child laborers (8.33 percent) are working in the leather industries. Most of the respondents (35.00 percent) belong to primary level education. It is also mentionable that 10.83 percent respondents are illiterate (Table 6.1.2).

Table- 6.1.2: Educational Status of the Child Laborers

Educational Status	Frequency	Percentage
Illiterate	13	10.83
Primary Education	42	35.00
Junior Secondary Education	34	28.33
Secondary Education	25	20.83
Higher Secondary Education	6	5.00
Total	**120**	**100.00**

Again, about 95.83 percent child laborers are not married, rest of the respondents are either married or divorced and it is mentionable that all married and divorced respondents are female. The husbands of those female children, who are working in leather industries, also work in the same place. About 90.00 percent child laborer migrated to Dhaka from other areas. Actually push factors forced them to migrate. Maximum of them are village people. So, loss of land by natural disasters, torture of landlords, village politics, lack of working opportunities in villages, poverty etc. forced them to come to Dhaka. The average number of family members is 5.93 percent people and according to the 5th Census Report, it is 4.4 percent people (BBS, 2011). The maximum numbers of the respondents' (50.83 percent) main income earning family members are laborers or day laborers. Other occupations include agriculture (20 percent), small business (7.50 percent), employee (5.83 percent), shop keeper (4.17 percent) etc. whereas 11.67 percent are involved with maid servant, leather business, barber and unemployed (Table 6.1.3).

Table- 6.1.3: Distribution of the Occupation of the Main Income Earning Family Member

Occupation	Frequency	Percentage
Agriculture	24	20.00
Laborer/Day Laborer	61	50.83
Employee	7	5.83
Shop-Keeper	5	4.17
Small Business	9	7.50
Others	14	11.67
Total	**120**	**100.00**

- Others: Maid Servant, Leather Business, Barber and Unemployed.

The average monthly family income of the child laborers is BDT. 8825.00. This amount is not sufficient for a family to manage with basic necessities (food, shelter, clothing etc.) for a whole month.

6.2 Accommodation Related Information

It is reported that most of the child laborers have no accommodation of their own. They report different accommodations; such as, 3.33 percent report that they are living with fathers only, 0.83 percent report that they are living with mothers only. So, a very small number of respondents are either living with father or mother, but the majority of the respondents (25.83 percent) are living with their parents. Similarly 25.83 percent respondents are also living with their relatives. So, 51.67 percent respondents are living with their parents and relatives, such as uncle, aunt, cousin, etc. On the other hand, 13.33, 16.67, 8.33 and 5.83 percent respondents respectively are living with colleague in mess, with familiar person, with father & brother, and with brother only. This report is showing the accommodation sufferings of hazardous child laborers working in leather industries. They are passing their very early ages. So, it is very usual that they expect to live with their parents. But out of 120 children only 31 (25.83 percent) live with their parents. However, they live in unhealthy and unhygienic environment (Table 6.2.1).

Table 6.2.1: Distribution of With Whom Child Laborers are Living

Living Mates	Frequency	Percentage
With Father Only	4	3.33
With Mother Only	1	0.83
With Parents	31	25.83
With Brother	7	5.83
With Father and Brother	10	8.33
With Relatives	31	25.83
With Familiar Person	20	16.67
With Colleague in Mess	16	13.33
Total	**120**	**100.00**

As the respondents say, they are not able to live very cleanly but they have to live in a room together. Maximum percentages (46.67) of them live in a single room with 4 to 5 people. Only 8.33 percent live in a single room with 2 to 3 people. Bangladesh is a huge populated country and a great number of people (40.04 percent) live below the poverty line (The Economic Review, 2011). In this situation most of the people live in bad or polluted environment. They live in among a crowd. That means, they do not have much money to live with the number of 2 or 3 persons in a single room.

According to *The Economic Review* 2011, 98.10 percent population take pure water, 48.5 percent people enjoy electricity facility and 62.70 percent population use hygienic toilet. But the results of this study are indicating that 72.5 percent and 47.5 percent child labors are getting the facilities of pure water and hygienic toilets respectively. So, the statistics of their facilities in accommodation are lower than the overall picture of Bangladesh. On the other hand, 93.33 percent and 90 percent child laborers are enjoying electricity and gas facilities

respectively for living in town. Otherwise, their facilities in accommodation are not good enough. As a result, they are suffering from various waterborne diseases, such as amoebiasis (hand-to-mouth), cryptosporidiosis (oral), cyclosporiasis, giardiasis (oral-fecal & hand-to-mouth), microsporidiosis, cholera, leptospirsos, diarrhoea, etc. (http://en.wikipedia.org/wiki/Transmission_%28medicine%29/25.10.2011)

This report shows that the hazardous child laborers of the tannery industries have no accurate idea of standard accommodation. Because out of 120 child laborers 42 (35%) answer that their accommodation is good; but their salary is very poor. With this poor salary no one can arrange good or excellent type of accommodation. It also indicates their ignorance, lack of intelligence and unconsciousness about the standard of living. These perceptions also prove the poor knowledge about the standard and quality of living of the respondents. Some sleeping beds are also observed which are reported as good. But these beds are very messy and some beds are wet. Several insects exist in their beds. Some beds have no bed sheets or pillow covers; and even if those have, the covers may be unwashed for six months or more. So, it is very usual that they can suffer from various diseases from these types of unhygienic beds.

6.3. Working Conditions of Child Laborers

Child labor is not expected in our society. The reasons of child labor are totally different of developed countries than developing countries. In developed countries the children get involved in work for the expectation of some pocket money and they are able to maintain standard of living.

On the other hand, in developing countries the reasons of child labor are generally due to increase family income, the chief of the family is unable to work or indifferent to family, uncertain death of chief of the family, natural disasters and becoming poor and disliking study etc. In common sense, all reasons are related with poverty. According to ILO, the causes of child labor are primarily rooted in poverty created by social and economic inequality as well as in insufficient educational facilities. The present study indicates that the majority (25.84 percent) of children dislike study and that is why they become child laborers, 25 percent child laborers who are involved in this type of hazardous work is for hope of more income, 24.17 percent child laborers are in this occupation because of incapability of working of family chief, 10.84 percent child laborers are involved in this sector because they are the only capable earning members in the family and 6.67 percent child laborers' family heads are indifferent to their family. So, there is no doubt that poverty is the main factor of child labor (Table 6.3.1).

Table- 6.3.1: Causes of Involving in Hazardous Child Labor

Causes	Frequency	Percentage
Only Earning Capable Person	13	10.84
Chief of the Family is Unable for Work.	29	24.17
Head of the family is Indifferent to Family	08	6.67
For Hoping More Earning	30	25.00
Dislike Study	31	25.84
*Others	09	7.50
Total	**120**	**100.00**

*Others: In own will, for the pressure of family and for gathering experience, etc.

In developed countries children are enjoying almost every right. Even who are child laborers also get enough time for rest as well as other activities. In fact, long time involvement in work hampers their physical and mental development and social coping capabilities. Psychologists and other scientists who studied the causes of sleep disorders of child laborers have shown that such problems can directly or indirectly be tied to abnormalities in the following systems: Brain and nervous system, cardiovascular system, metabolic functions and Immune system (http://www.apa.org/topics/sleep/why .aspx#/19.10.2011). The majority (70.83 percent) of child labor work for 7-8 hours in every day and 24.17 percent children work more than 8 hours in every day. The average working hours of a child labor is 8.2 hours daily.

Again, the average duration of involving in present activity of child laborers is 24.15 months (more than 2 years). In the leather industries, child laborers have to work with dangerous, health hazarding chemicals and overpowering bad smells. Undoubtedly, this work is extremely harmful for their overall health. Because of the long involvement in leather industries their health can be easily affected by severe problems such as cough, fever, vision problems, pain in eyes, jaundice, blindness, migraine headaches, vomiting, asthma, tuberculosis, gastric problems, stomach upset, diarrhea, skin diseases etc. To date, long term chronic health effects are unknown at these child laborers ages.

The majorities (109) of child laborers get only wages as their benefits and rest of the child laborers get meal and accommodation as their benefits. Usually, in their work place there is no facility of proper training so that they can turn into skilled manpower. Even in GOs and NGOs levels, there are not enough programs to develop their skill and experience. Although some GOs and NGOs such as UNICEF, ILO, UCEP-Bangladesh are playing a vital role to develop their skills and experience, that is not sufficient. Meanwhile, the average income of the respondents is BDT.3545.87. Maximum (33.03 percent) child laborers' monthly income is between BDT.2000-3000 and the monthly income of 29.36 percent of the child laborers is BDT.3000-4000. So, the monthly income of 62.39 percent of child laborers is between BDT. 2000-4000 per month, while 4.59 percent of child laborers' income is only BDT. 1000-2000 (Table 6.3.2).

Table- 6.3.2: Monthly Income of the Respondents

Monthly Income (BDT)	Frequency	Percentage
1000-2000	5	4.59
2000-3000	36	33.03
3000-4000	32	29.36
4000-5000	23	21.10
5000-6000	11	10.09
6000-7000	2	1.83
Total	**109**	**100.00**

Average Monthly Income of the Respondents is BDT. 3545.87.

The study findings indicate that parents (9.17 percent), neighbors (11.67 percent) and brothers (12.50 percent) help them for involving with this job, but relatives help the majority of the respondents (43.33 percent) to get this job. Some respondents (8.33 percent) get this

job through advertisement and a remarkable number of respondents (7.50 percent) get this job by their own efforts. Other 7.50 percent respondents have got this job by the help of familiar persons and friends. However, imposing work on a labor is a bad habit, but it is a usual matter in leather industries. In this research 22 workers have reported that they are imposed to work which is 18.33 percent of total respondents. But 95 workers have opined that they are not imposed to work more, which is 79.17 percent of total number. On the other hand, 2.50 percent have not provided any opinion.   Here, it is worth mentioning that forced labor is the violation of fundamental rights according to the constitution of Bangladesh (article 34).

6.4 Health Status, Health Problems and Services

It is reported that most of the child laborers (54.17 percent) do not know about the risk factors of working environment, while 45.83 percent child laborers think that their working environment is risky for them. Among the child laborers who think that their work environment is risky, they have reported some reasons; e.g., odor of chemical is reported by 23.64 percent, odor of color is reported by 18.18 percent, accident is reported by 47.27 percent and skin disease is reported by 20 percent. About 48.00 percent child laborers have mentioned that working in the leather industry is harmful for their health; while 52.50 percent do not think that working in tannery is harmful for their health. Among the children who think that working in the tannery is very harmful for their health and overall development, they have reported some problems, such as weakness is reported by 15.78 percent, Eczema is reported by 15.79 percent, bad smell is reported by 12.28 percent, smell of chemical is reported by 54.38 percent, leg pain is reported by 14.03 percent and eye problem is reported by 3.50 percent (Table 6.4.1).

Table 6.4.1: Nature of Harmfulness

Nature	Frequency	Percentage (n=57)
Weakness	6	10.53
Eczema	9	15.79
Bad Smell	7	12.28
Smell of Chemical	31	54.38
Leg Pain	8	14.03
Eye Pain	2	3.50

- More than one answer was possible.

The study indicates that 67.50 percent of the child laborers in tannery did not face any accident during their working hours, but 32.50 percent of the child laborers faced different types of accident e.g., hand injury (61.54 percent), leg injury (28.21 percent) and head injury (25.64 percent). On the other hand, 65 percent of the child laborers in tannery got sick in their work place. Only 35 percent of child laborers did not get sick in their work place. The study identified some common health problems such as headache, stomach pain, vision problem, fever, typhoid, appetite problem, injury, jaundice, eczema etc. (Table 6.4.2).

Table- 6.4.2: Health Problems of Child Laborers Working in Leather Industries

Health Problems	Frequency	Percentage (n=78)
Headache	54	69.23
Stomach Pain	19	24.36
Vision Problem	11	14.10
Fever	48	61.54
Typhoid	5	6.41
Appetite Problem	23	29.49
Jaundice	25	32.05
Eczema	24	30.77

- More than one answer was possible.

The Child laborers were asked about medical services when they face sickness. In this regard, 58.33 percent workers mentioned that they themselves managed services when they fall in sickness. But 33 workers (27.50 percent) reported that the owner and they jointly managed services when they felt sick. Another 17 workers (14.17 percent) told that the owner of the industry provided all kinds of services when they fall in sickness and suffered from hazards (Table 6.4.3).

Table 6.4.3: Providers of Health Services if the Workers Face Sickness or Accident in Working Place

Providers of Health Services	Frequency	Percentage
Self	70	58.33
Owner	17	14.17
Owner and Self	33	27.50
Total	**120**	**100.00**

Torture is a common fact in industry. Many workers face such kind of heinous activity. Mental torture is a very common scene in working place. It is tried to know the condition of mental torture in ternary. According to their responses, 66.67 percent child laborers are the victims of mental torture by the factory supervisor and 13.33 percent are the victims of mental torture by the owner. Another 20 percent respondents have mentioned that colleagues and security guards are sometimes the sources of mental torture. So, those child laborers who face mental torture in the working place pass their time with fear and stress mood. As a result, they can suffer from various mental diseases.

This study was basically conducted to know the health status of child workers in leather industries which is very much related to sexual abuse in working place. Sexual abuse creates trauma among the children and they are not able to forget these unpleasant and sorrowful memories for the rest of their life. In any working place sexual abuse is a noticeable fact for child laborers. Out of the total respondents only four child laborers are sexually abused. Among them 50 percent are abused by the supervisors and another 50 percent are abused by the colleagues.

All the respondents mentioned that that they do not get any kind of Government and Non-Government services in any hazard or risk. As a result, they face problems when they suffer from various types of physical and mental disorders.

6.5 Child Rights and Recommendations

Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to the young, including their right to association with both biological parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child (http://en.wikipedia.org/wiki/Children's_rights/05.11.2011). This study proves that maximum child laborers are not aware of their rights. Only 32.50 percent children are aware of their rights, but the rest (67.50 percent) do not know about their rights as a human being as per the Universal Declaration of Human Rights (UDHR) and the Constitution of Bangladesh.

Media play a vital role to create consciousness in the people about children's right. Now-a-days radio, television etc. transmit several programs about it and people of every status are the viewers of these programs. So, easily they are able to get ideas about children's rights. Schools also play a vital role in this matter. About 38.46 percent children know about children's rights through radio, 30.77 percent child laborers are conscious of children's right through school as well as 35.89 percent child laborers know about this matter via colleagues and factory managers. But maximum child laborers (79.49 percent) are conscious about child right through television (Table 6.5.1). So, television is playing a vital role to create awareness about child rights among the child laborers.

Table- 6.5.1:   Source of Information about Awareness of Child Rights

Medium	Frequency	Percentage (n=39)
Radio	15	38.46
Television	31	79.49
School	12	30.77
Colleagues	6	15.38
Factory Managers	8	20.51

- More than one answer was possible.

Many Government and Non-government organizations sometimes arrange several programs such as rally, seminars and cultural programs to create awareness about child rights. They ensure the perspiration of children in these publicity activities. It is found that about 15.83 percent child laborers participated in these kinds of activities before, but the majority (84.17 percent) did not participate in any type of publicity programs.

The maximum of the child laborers who work in leather industries are indifferent to studies. Poverty is not the only reason, but family atmosphere, involvement with bad companies etc. are also among the reasons of their leaving school in their early ages. Actually, because of the reluctance of study they leave school at their early ages and become hazardous child laborers. It is found that even if somebody economically sponsors them to continue their study, 65 percent child laborers are reluctant to continue their study.

The respondents have given some suggestions to solve their various problems and improve the living standards. In this point 74 (61.67 percent) respondents have suggested and the rest of the respondents (38.33 percent) have not provided any suggestions. Actually they are facing several problems, such as their working environment is not good (in their working place all time they face bad smell, unhygienic and wet space), their salary is not sufficient and sometimes they do not get any salary, their treatment facilities are not sufficient and hardly they get any recreational facilities. So, when they have given suggestions to solve their problems and develop their health situations, they have focused on these matters. Among them 32.43 percent respondents have suggested that it is possible to solve their health related problems by improving the atmosphere of their working place. In fact, the wages of child laborers who work in leather factories are very low. So, 25.68 percent respondents have suggested to increase their wages and 20.27 percent respondents have agreed to the point that it is possible to solve their health related problems by providing treatment facilities. On the other hand, 14.86 percent respondents have suggested to improve their toilet and bed facilities; and 10.81 percent respondents have expected well accommodation place. Other recommendations are to provide recreational facilities (9.46 percent) and to provide food facilities (5.41 percent) by employer (Table 6.5.2).

Table 6.5.2: Suggestions from the Child Laborers to Develop Health Status and Living Standards

Recommendations	Frequency	Percentage (n=74)
Increase Wages	19	25.68
Improvement of Toilet and Bed	11	14.86
Provide Recreational Facilities	7	9.46
Provide Treatment Facilities	15	20.27
Provide Well Accommodation Place	8	10.81
Improvement of Working Atmosphere	24	32.43
Provide Food Facilities	4	5.41

- More than one answer was possible.

7. Recommendations

A. Child labor is one of the great concerns of the present world. Like most other developing countries, child labor is a serious social problem of Bangladesh. For extreme poverty children are forced to do any work. Many children are working in tannery which is too hazardous for them. But a very few studies have been undertaken in the field of child laborers in tannery. So, more studies are required in the field of tannery.

B. Primary medical service should be kept in every industry, so that the laborers can get minimum treatment during working hours in the industry.

C. The constitutional obligation of providing basic needs of life including food, clothing, shelter, education and Medicare should be ensured for children through planned economic growth and distribution system.

D. An effective effort should be taken to alleviate poverty. In this respect, co-ordinate efforts between the Government and NGO's should be launched for promoting the interest of the disadvantageous poor in general and working children in particular.

E. In the needy families, parents cannot provide with their family properly. For this reason, children enter in the labor market. So income generating programs should be widely introduced by the govt. and NGO's for those poor and needy families who are compelled to send their children to work. To promote income generating programs, some steps should be taken such as skill development training, providing loan and raw materials to run cottage industry etc.

F. All the helpless poor and needy families should be enclosed to social security programs which will ensure their basic needs.

G. The authority of leather industries should create a friendly environment, so that the child laborers may get the minimum opportunities for their physical and mental development.

H. Law enforcing agencies do not pay due attention on children's rights and to the protection of children who are working in tannery and other risky environment. In order to establish child rights & eradicate child labor, there should be reestablished child friendly justice system and those people should be appointed who are trained about the rights of children.

I. Necessary steps should be taken to publish the harmful aspects of child labor, especially in tannery sectors. Different media like television, radio, newspapers, magazines, billboard etc. can publish the harmful effects of tannery environment on children.

J. Authority should not force their staffs to do excessive work because it has very bad impact on their physical and mental growth, especially on child health and development.

8. Conclusion

English poet William Wordsworth says that child is the father of a man. But in reality, regarding the socio-economic condition it has been turned into a measurable fact. For instance, near about ten millions of children are working in different hazardous situations. Most of them are in a very vulnerable position because of their hazardous works. All the time they are fighting for their existence. They have to work in risky environment. They are being docile to work hard. As a result, they suffer from various diseases. It hampers their physical, mental as well social growth and development. Most of the time they do not get proper treatment when it is badly needed. They are being deprived of their rights; e.g., rights of education, rights of establishment, rights of proper entertainment, and above all, rights of survival. But we believe that all children have rights to protect themselves against all kinds of exploitations. So, we should come forward to save our children. We should raise our voice to authority for them. We hope that all concerned persons and organizations, especially the Government, will take immediate initiatives to protect and establish the rights of child laborers.

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Nanocrystallization and Ultra-Soft Magnetic Properties of $Co_{68}Fe_{4.5}Si_{12.5}B_{15}$ Amorphous Alloy

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Abstract

In this work, we have analyzed the changes of the magnetic properties in the Co-based amorphous alloy caused by conventional heat treatments in the temperature range of 200-580^{0}C. The nominal composition of the amorphous alloy is $Co_{68}Fe_{4.5}Si_{l2.5}B_{15.}$ It has been observed that the formation of nanograins of the phases of fcc Co and Co_3B identified by x-ray diffraction and differential scanning calorimetry. Activation energy of Crystallization has been found as 4.18eV. Curie temperature has been found to be 343^{0}C for the sample in the as-cast condition. Hysteresis study of soft nanocrystalline magnetic materials are very important from the application point of view. In our study, appreciable variations in the shape of the hysteresis loops have been observed. Hysteresis loop parameters have been studied extensively for the samples annealed at various temperatures by varying frequencies. For all temperatures, it is observed that hysteresis loss and coercivity is increasing together with frequency.

Keywords: Co-based amorphous alloys, soft magnetic materials, giant magneto-impedance, initial permeability, hysteresis loop.

1. Introduction

It is commonly assumed that annealing treatments of amorphous materials below their crystallization temperature relaxes the amorphous structure giving rise to ultra-sot magnetic properties. Changes in the pre-existing anisotropy direction have been observed in some cases due to the rearrangement of the atom pairs during heat treatment even in the absence of external magnetic field and applied stresses [1-3]. Recently, heat treatments below the conventional crystallization temperature in the Co-based amorphous alloys of different composition gave rise to the formation of nanocrystalline phase with grain size of about 2 nm, which has been revealed by TEM [1, 3]. According to ref. [4], the formation of the nanocrystalline phase in the Fe-based alloy containing Cu, annealed above the crystallization temperature, gives rise to reduction of the effective anisotropy because the random oriented anisotropies are averaged out by exchange interaction. Similar effect is believed to exist in the Co-based alloy in the early state of crystallization [5-7].

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In this work, the aim is to analyze the possible formation of nanocrystalline phases and the relative softening of the magnetic properties in the amorphous alloy by appropriate thermal treatment. Hysteresis loop is a characteristic property of co-based amorphous alloys. In order to study magnetic softness at different stages of annealing condition, hysteresis loops of Co-rich amorphous alloy have been studied. So, we analyze the nature of hysteresis loop, coercivity, loss, etc.

2. Experimental

The alloy with composition of $Co_{68}Fe_{4.5}Si_{12.5}B_{15}$ has been prepared by using Fe (99.98%), Si (99.9%) and B (99.5%) of Johnson Mathey and Co (99.8%) of Chempur Feinchemlkalien. The alloy in the form of ribbon with a width of 5mm and a thickness of 25μm was prepared by the rapid quenching method. The Curie temperature has been measured on toroidal shaped samples using HP 4192A impedance analyzer with an applied AC field of 10^{-3} Oe. Kinetics of crystallization of $Co_{68}Fe_{4.5}Si_{12.5}B_{15}$ has been studied by differential scanning calorimetry (DSC) in nitrogen atmosphere with continuous heating at the rate of 10-50°C/min. X-ray diffraction (XRD) studies of the amorphous ribbons were performed by Philips X'PERT PRO X-ray diffractometer using Cu-K$_\alpha$ radiation. Hysteresis loop has been measured using B-H loop tracer with the toroidal shaped samples at room temperature.

3. Results and Discussion

DSC curves presented in Fig. 1.shows exothermic peaks which represent the formation of crystalline phases. For the heating rate of 10°C/min, the initiation of crystallization is around 510°C and the process of crystallization is completed at 542°C while the peak temperature is 522^{0}C. This indicates that no crystalline phase is formed below 510°C and the crystallization process is completed within narrow range of temperature. For higher heating rates the phase transition temperature shifts towards higher values. Activation energy of crystallization has been obtained by using Kissinger's plot of ln $/T_p^2$ vs. $1/T_p$ presented in Fig. 2 and found as 4.18 eV. Activation energy of crystallization is higher than activation energy of crystallization of the first primary peak of Fe-based alloy of FINEMET, which is normally 2.5 to 3.5 eV.

In an attempt to identify crystalline phases, X-ray diffraction studies have been performed for samples annealed at different temperatures and the patterns are presented in Fig. 3. For the annealing temperature of 550°C where the crystallization is in the advanced stage has been presented in Fig.3(f) . The phases are identified by using standard software. The phases are fcc-Co and Co_3B. Similar phases have been identified in Ref. [8] by using TEM. Nucleations of these crystalline phases have been initiated at much lower temperature and for the annealing temperature of 480°C some of the similar phases just appeared with very small grain size. Buttino et. al. [1] have carried out similar experiments in which they have annealed the samples just below the crystallization temperature and revealed that the devitrification of amorphous matrix where grain size of about 2 nm was determined by TEM. From the information revealed by DSC traces presented in Fig. 1 and from the X-ray diffraction patterns presented in Fig. 3(a) and (b), it can be understood that for the annealing temperature of 450°C or below the samples are in the amorphous relaxed states with broad diffused patterns which is characteristic to the amorphous materials.

In Fig. 4, μ' vs. T curve has been presented for as-cast sample in order to determine the Curie temperature of amorphous sample. It has been found from Fig. 4 that μ' decreases gradually and then there is a sharp increase of μ' near the Curie temperature which is characteristic feature of Hopkinson effect. It is known that permeability is proportional to saturation magnetization and inversely proportional to the anisotropy of the materials. Saturation magnetization decreases with the increase of temperature while anisotropy also decreases. The rate of decrease of anisotropy is much faster than the gradual decrease of saturation magnetization. Therefore, permeability rises very fast near the Curie temperature of the amorphous matrix. This effect is known as Hopkinson's effect. This effect is followed by the sharp fall of permeability which expresses ferro-paramagnetic transition at the Curie temperature. The Curie temperature has been estimated to be 343^0C for this alloy composition in the as-cast condition.

The nature of hysteresis loops of annealed samples have been analyzed at room temperature for different frequencies and presented in Figs.5-9. There is a change in the area of the hysteresis loops with the increase of frequency. On the other hand there is a change in the shape of the hysteresis loops with the increase of annealing temperature, which will be discussed later. In Fig. 10-13, variation of coercivity and losses has been presented with the increase of frequencies for different annealed samples. It is well known that the energy loss and H_c in soft ferromagnets increase due to eddy currents [11,12], with increasing frequency of applied magnetic field known as dynamic loss.

In Fig. 14, hysteresis loops of annealed samples have been presented for a current driving frequency 1000 Hz. It can be observed from Fig.14 that the shape of the hysteresis loops change to a great extent at different stages of annealing. It is well known that CoFeSiB ribbons have nearly zero negative magnetostriction. For the nearly zero and negative-magnetostrictive Co–Fe–Si–B samples there is a compensation of induced anisotropies resulting from the balance between the magnetoelastic and magnetostatic energies. Consequently, the hysteresis loop exhibits a normal shape, which can be observed for the samples annealed at 300 and 350^oC [2]. For the annealing temperature of 450^oC the sample is completely free from quenched-in stress and since there is a non-random anisotropy, it needs non-negligible field for saturation when the applied field is perpendicular to the easy axis in a toroid shaped samples. Variation of coercivity, H_c for the sample annealed at different temperatures are presented in Fig. 15 derived from the hysteresis loops presented in Fig. 14. For the sample annealed at $300^o C$, H_c has been obtained as 25.2 A/m. With the increase of annealing temperature H_c decreases gradually up to 450^oC. This is due to stress relief of the amorphous matrix. Further increase of annealing temperature to 480^oC the H_c decreases to 9 A/m. This sharp decrease of H_c is due to the formation of nanograins of very small grain size near the onset of crystallization temperature according to the DSC and x-ray diffraction results obtained in this study and for which highest value of permeability has been obtained. Coercivity further decreases to 5.8 A/m for the annealing temperature of 500^oC. There is an upward trend of coercivity for annealing temperature of 530^oC due to the coarsening of the grain size.

4. Conclusions

Co-based nanocrystalline amorphous alloys of composition $Co_{68}Fe_{4.5}Si_{12}B_{15}$ combine the advantageous properties of various soft magnetic materials. The Curie temperature has been estimated to be $343^0 C$. DSC curves shows exothermic peaks which represent the formation

of crystalline phases and also shows that no crystalline phase is observed below 510^0 C. Activation energy of crystallization has been obtained by using Kissinger's plot and found to be 4.18 eV. XRD study shows the formation nanograins of fcc Co and Co_3B. The hysteresis study of the nanocrystalline amorphous sample at different annealing temperatures has been performed by BH-loop tracer. Significant variations of the size of hysteresis loops have been observed with the annealing temperatures, which might be attributed to the fact that the anisotropy axis of the sample has been changed with the annealing. At the same time it has been also observed that the structural relaxation takes place with the sample annealed at 480^0 C. According to the temperature dependence of the coercivity, maximum coercivity has been found for the sample annealed at 300^0 C is 25.2A/m and minimum value is 5.8 at 500^0C. According to the frequency dependence study of hysteresis parameters it has been noticed that coercivity and hysteresis loss increase slightly with the increase in annealing temperature.

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Figure captions

Fig. 1. DSC traces of as-cast sample for different heating rates

Fig. 2 .Kissinger's plot for the determination of activation energy of cryatallization..

Fig-3. XRD patterns of as-cast and annealed samples of $Co_{68}Fe_{4.5}Si_{12.5}B_{15}$ (a) at 400 ^{0}C (b) at 450^{0}C (c) at 480^{0}C (d) at 500^{0}C (e) at 530^{0}C (f) at 580^{0}C

Fig-4 Temperature dependence of initial permeability of as cast sample of $Co_{68}Fe_{4.5}Si1_{2.5}B_{15}$ with a heating rate of 10^{0}C per minute

Fig. 5. B-H Loop of annealed sample at 300^{0}C for different frequencies.

Fig. 6 . B-H Loop of annealed sample at 350^{0}C for different frequencies.

Fig. 7 . B-H Loop of annealed sample at 450^{0}C for different frequencies.

Fig. 8 . B-H Loop of annealed sample at 480^{0}C for different frequencies.

Fig. 9 . B-H Loop of annealed sample at 530^{0}C for different frequencies.

Fig.10. Variation of coercivity and losses with the increase of frequencies for the sample annealed at 300^{0}C.

Fig.11. Variation of coercivity and losses with the increase of frequencies for the sample annealed at 350^{0}C.

Fig.12. Variation of coercivity and losses with the increase of frequencies for the sample annealed at 480^{0}C.

Fig.13. Variation of coercivity and losses with the increase of frequencies for the sample annealed at 530^{0}C.

Fig . 14. B-H loops for the samples annealed at 300 C, 350 C, 450^{0}C, 480 C, 500^{0}C and 530 C for the frequency of 1000 Hz.

Fig.15. Annealing temperature dependence of Coercivity for the frequency of 1000 Hz .

Fig. 1

Fig.2

3(a)

3(b)

3(c)

3(d)

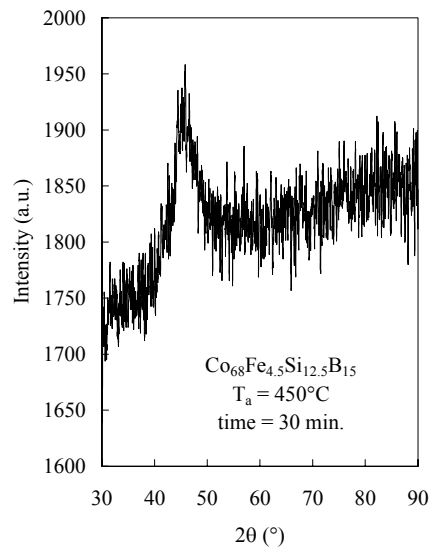Nanocrystallization and Ultra-Soft Magnetic Properties of Co$_{68}$Fe$_{4.5}$Si$_{12.5}$B$_{15}$ Amorphous Alloy

3(e)

3(f)

Fig.3

Fig. 4

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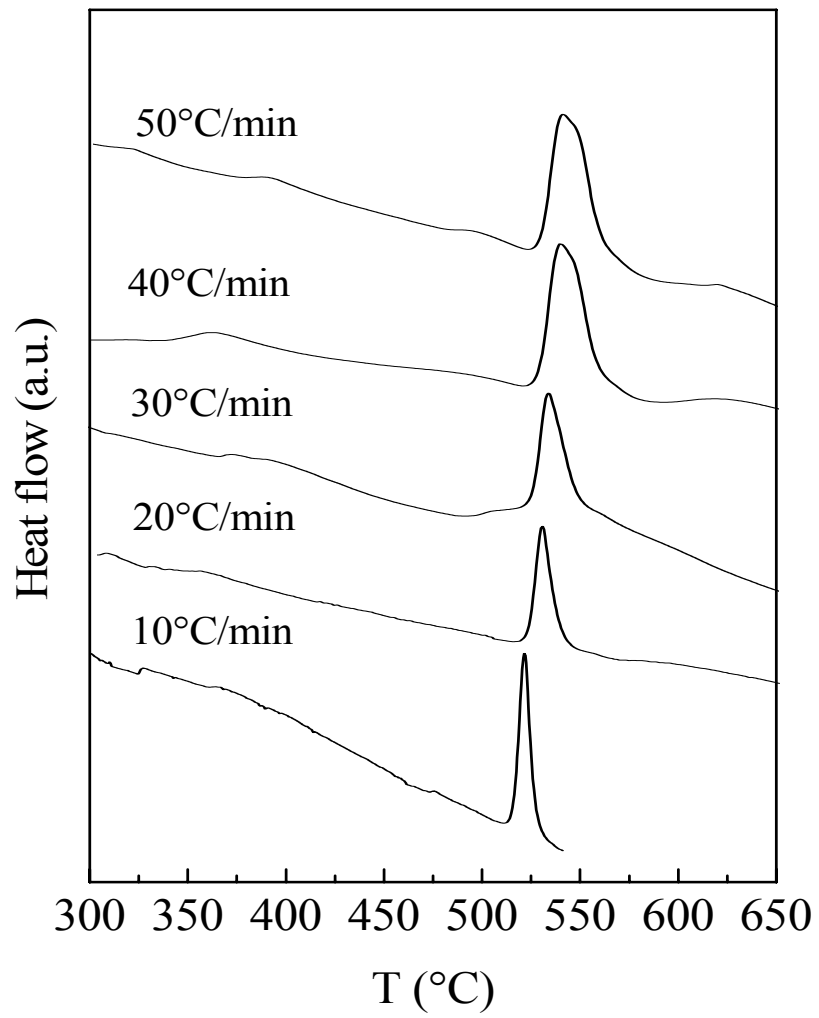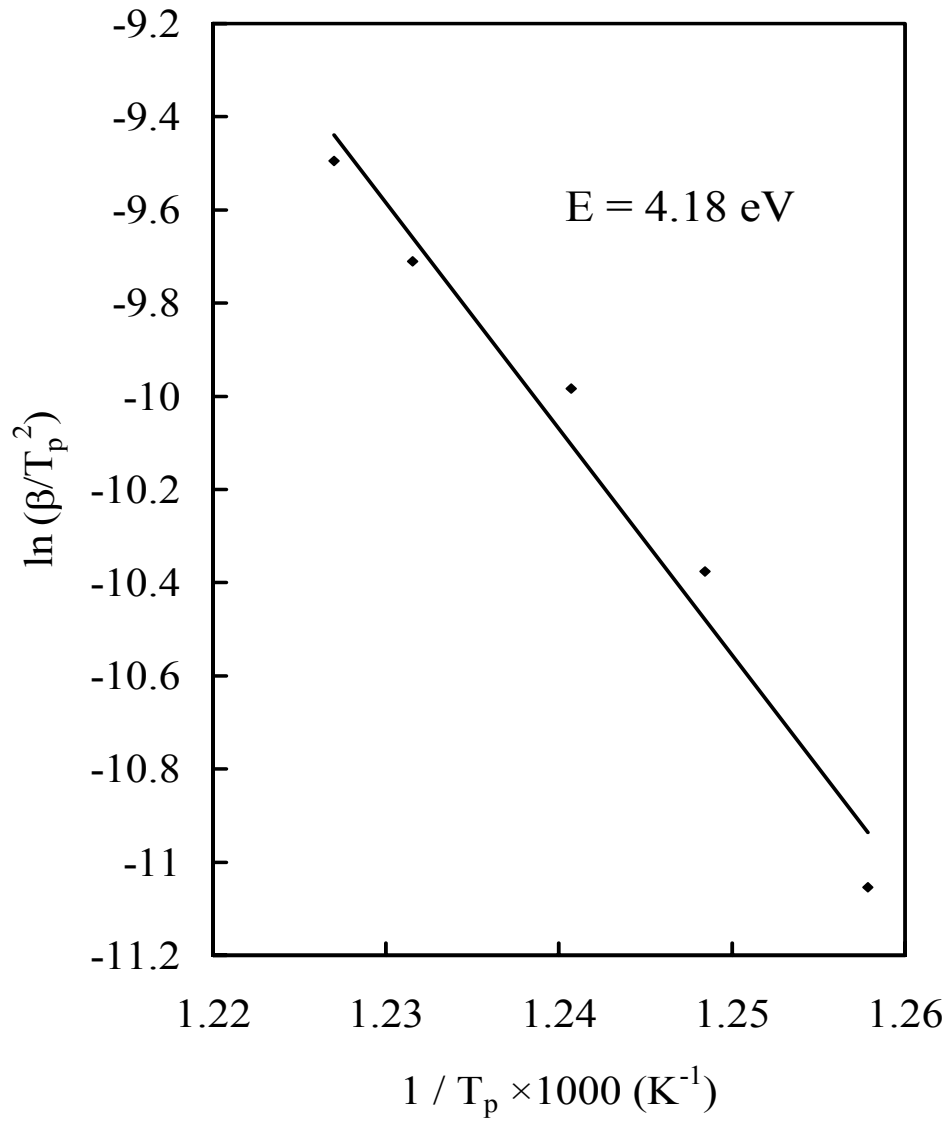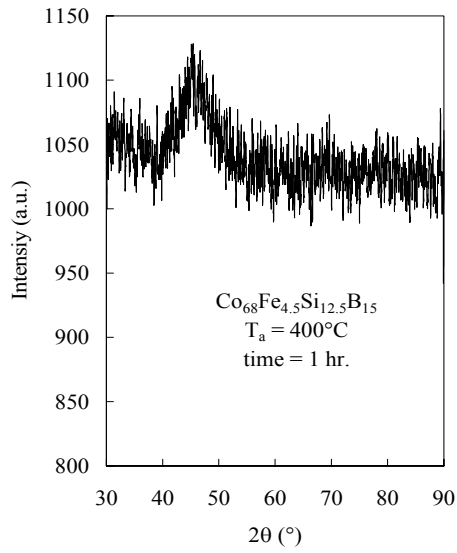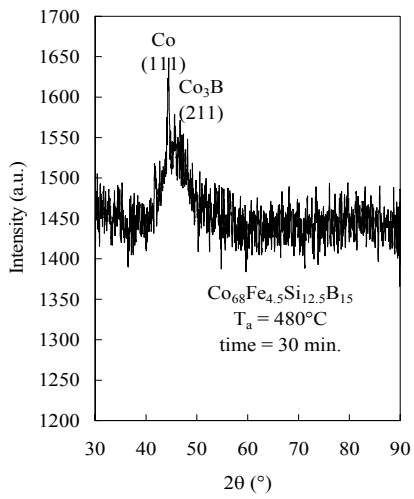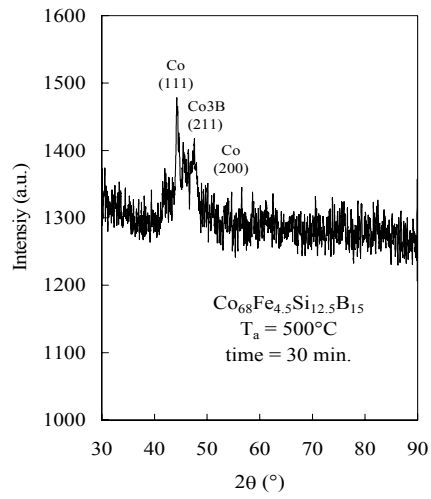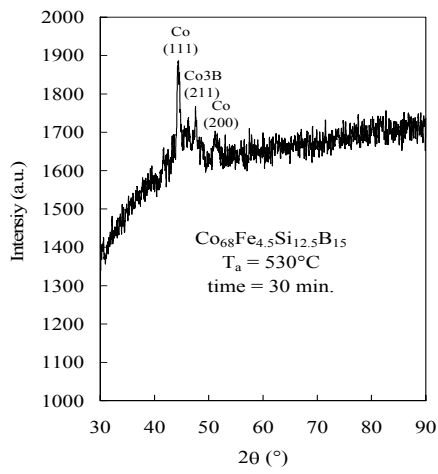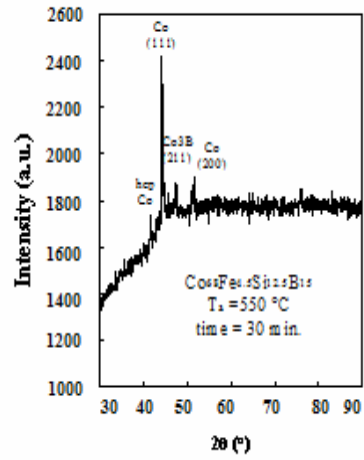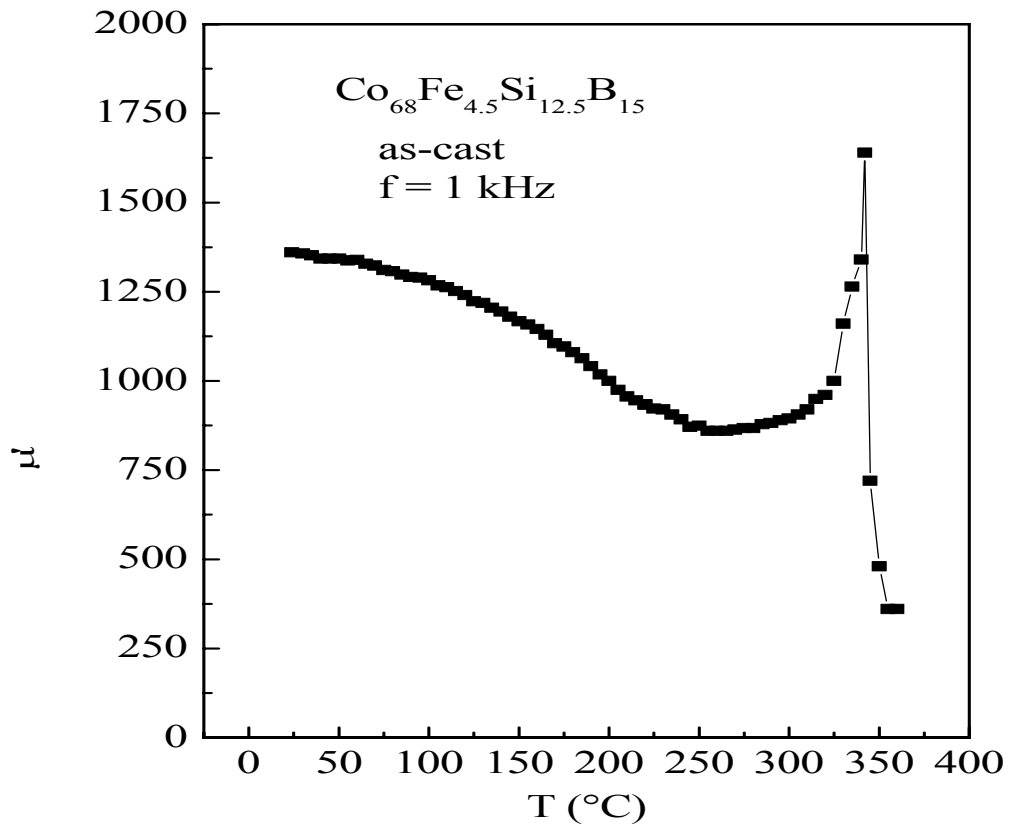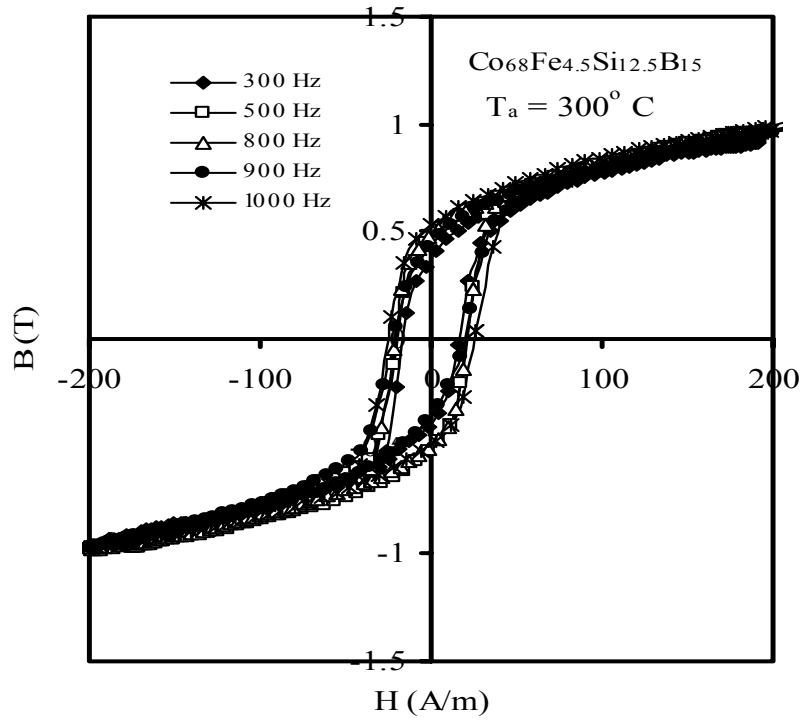
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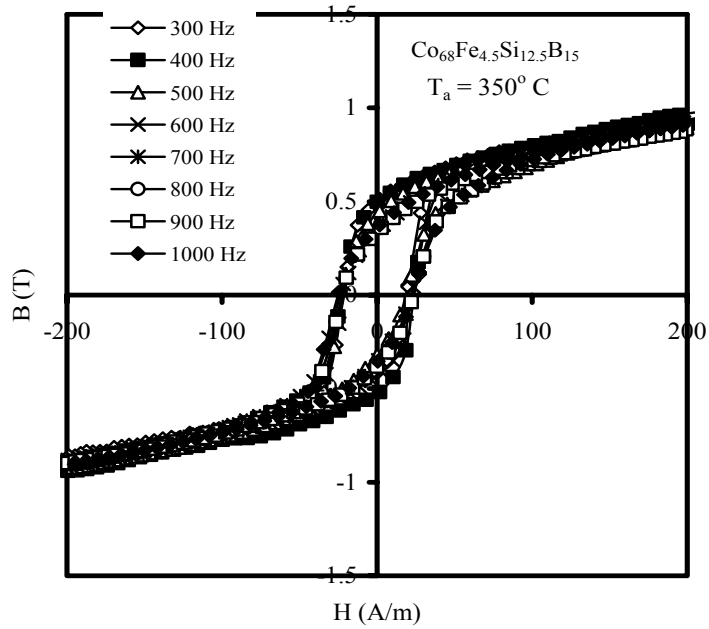
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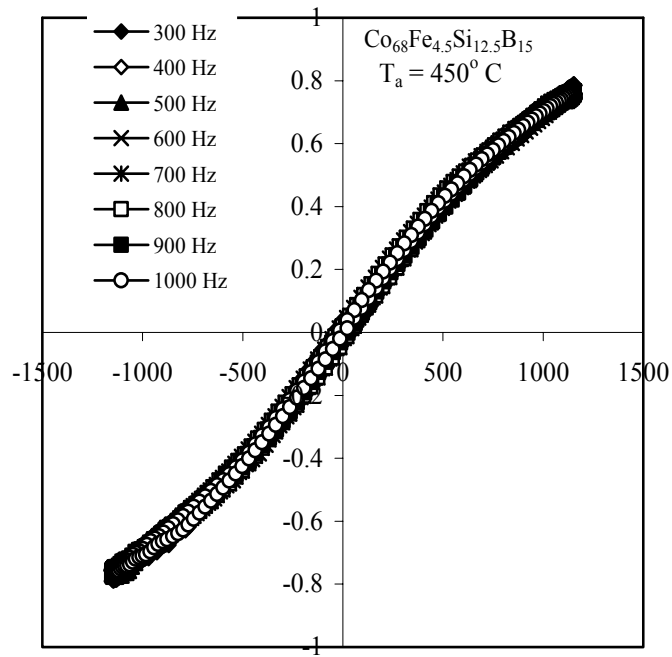
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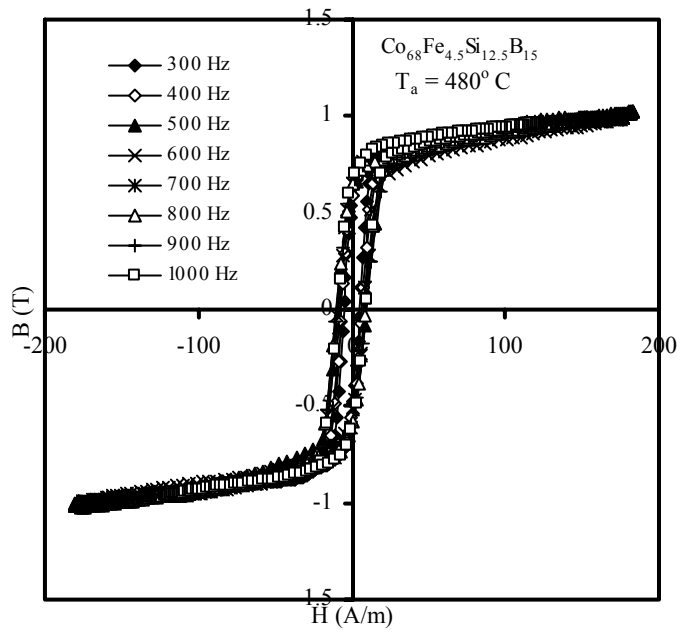
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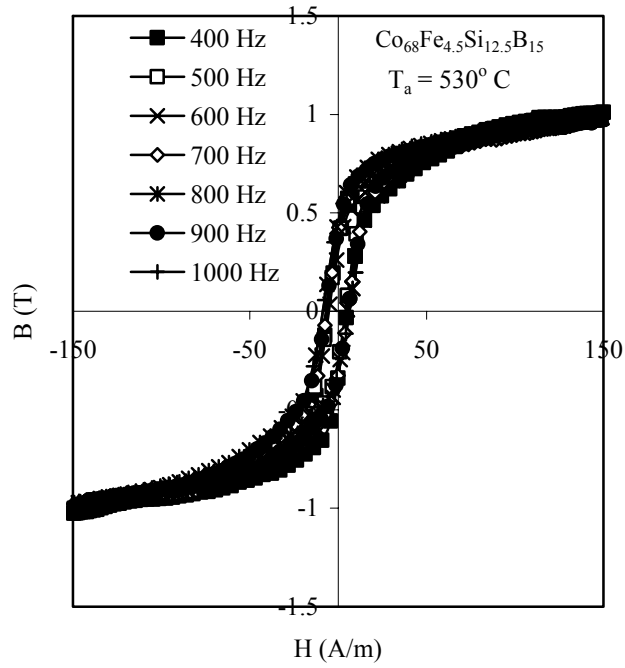
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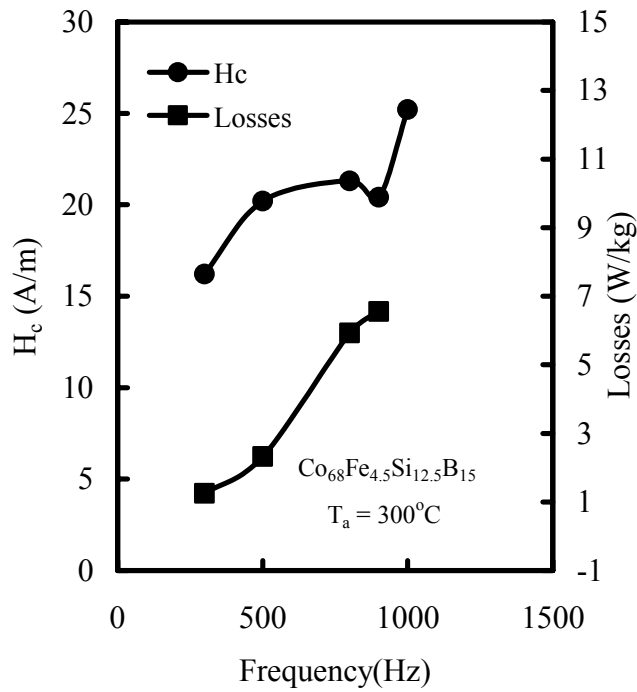
Fig. 10
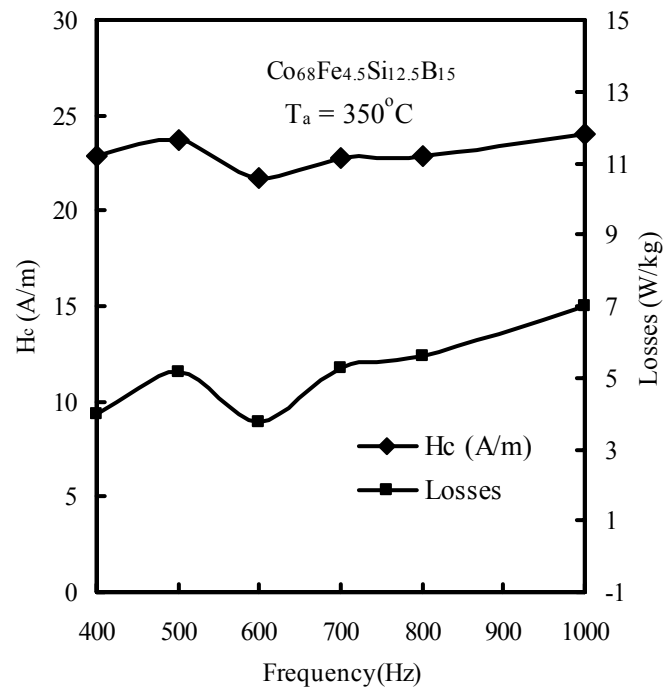
Fig. 11
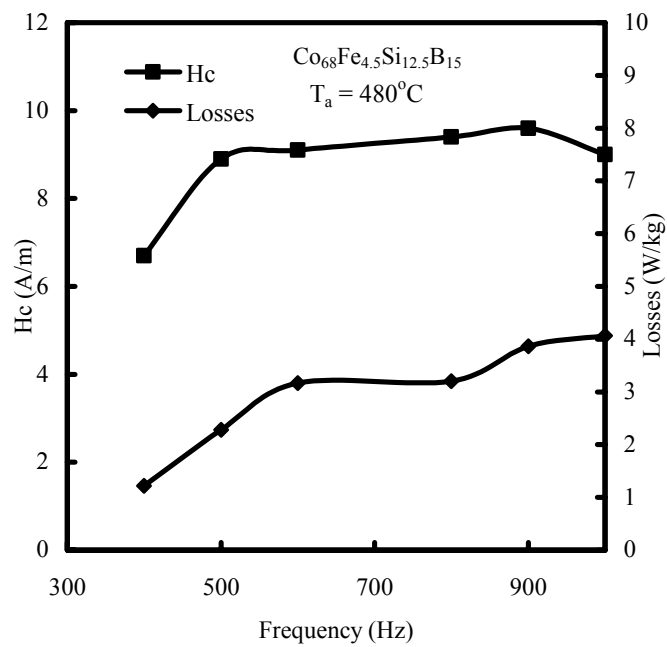
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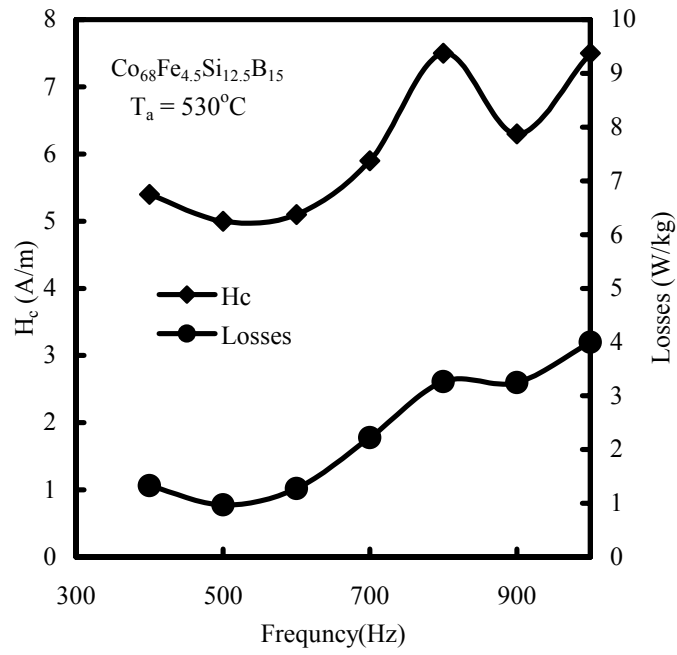
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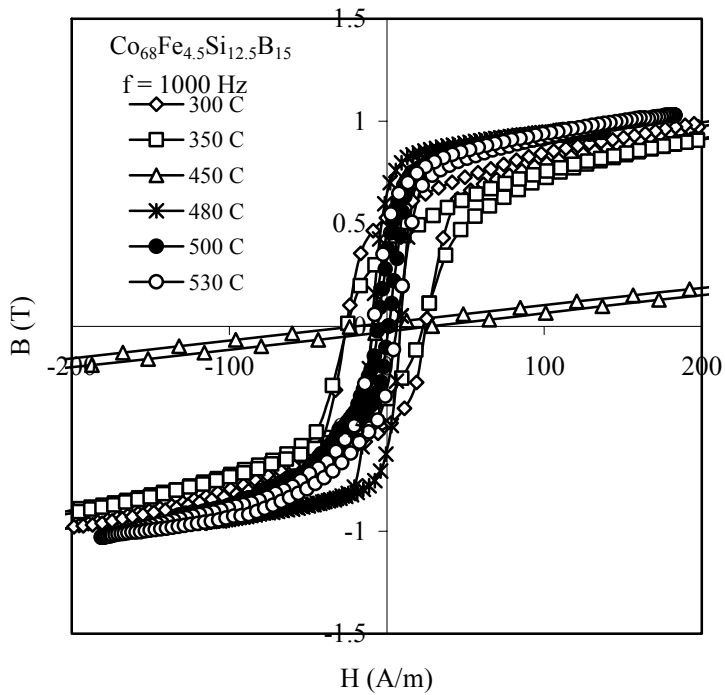
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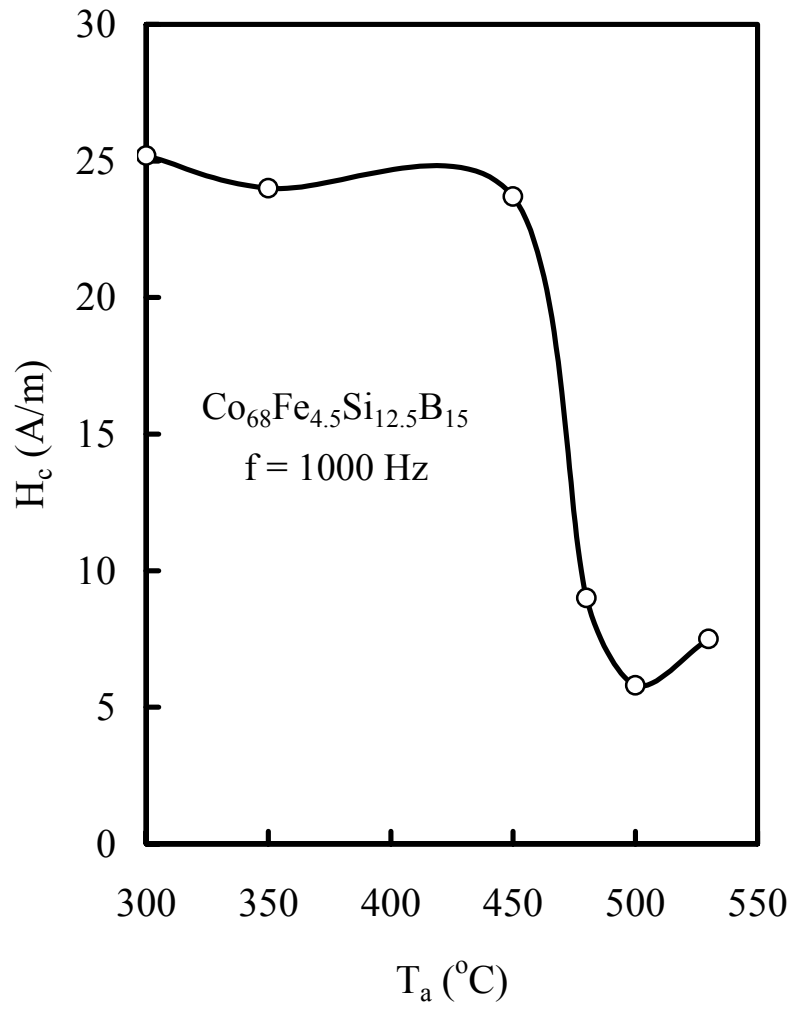
Fig. 15

Antigone: A Tragedy of Human Conflicts and Divine Intervention

Md. Abdul Karim Ruman*

Abstract

Antigone is a passionate tragedy of conflicts and sufferings. Its plot revolves around Antigone's burial of her rebel brother Polyneices. This essay explores this act's consequential conflicts in human and divine levels: e.g., conflict of Antigone with Ismene, Creon with the Watchman, Creon with Antigone, Creon with Haemon, Creon with Teiresias, Creon with the upper and the nether gods and Eros Aphrodite. Specifically, throughout the entire play runs a refrain, the refrain of the two laws. For Creon, reason and civic order are of paramount import; whereas for Antigone, led by faith and emotion, the spiritual commandment is above all. Thus, the play is about a war between different values like individual versus state, conscience versus law, moral or divine law versus human law etc. The objective of this research is to focus on the socio-cultural, political and religious implications of these tragic human conflicts with divine intervention in the ancient Greek society.

Conflict is the essence of tragedy, especially Greek tragedy. In his *Form and Meaning in Drama* Kitto says, "there is a whole series of personal conflicts in *Antigone* behind which lies a greater conflict"; i.e., conflict with the divinity. To illustrate this view, I would start with the Greek attitude to burial because *Antigone* revolves around Antigone's burial of her rebel brother Polyneices and its consequences. Then I would explore chronologically the conflicts in human and divine levels arising out of it: e.g., conflict of Antigone with Ismene, Creon with the Watchman, Creon with Antigone, Creon with Haemon, Creon with Teiresias, Creon with the upper and the nether gods and Eros Aphrodite. In my discussion, I would also focus on the socio-cultural, political and religious implications of this pathetic story of conflicts. Besides, I would trace on man-woman conflict or gender-role from feminist point of view, and the conflicts of individual versus state, conscience versus law, moral or divine law versus human law.

Before substantiating the statement in question, it is necessary to have a glimpse of the Theban legend as a background of *Antigone*. A war broke out between Oedipus' two sons for ascending to the throne. Eteocles was of the entrenched faction, in power in Thebes. And Polyneices was the upstart, a returning exile and he brought an invading army against the city. In the course of the battle, the two brothers were slain "by their hands dealing mutual death" (1.16), but Eteocles' army eventually triumphed. Ascending to the throne, Creon declared that Eteocles should be given a full and honourable funeral, while the body of Polyneices would be left for the animals and the sun. Here comes the importance of Greek attitude to burial. Funeral rites were very important to the Greeks. So burial or mistreatment of dead bodies was a common theme in Greek literature; e.g., the significance of Achilles' mistreatment of Hector's dead body in *The Illiad*. To die as an animal and not being buried was the worst indignity and negation for a Greek.

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Indeed, burial was the highest law of Greek state. And human right or dignity demanded that a human being must be buried for the peace of his/her soul in the Underworld. It was also believed by the Greeks that unless a body was buried, literally or symbolically, the soul of the dead person could not find rest in Hades. This explains why such importance is given, in this play, to the burial of Polyneices. Now, Creon's decree is that anyone who tries to perform the proper funeral rites for Polyneices will be killed by public stoning.

The plot of *Antigone* unfolds with the conflict between Oedipus' two daughters Ismene and Antigone regarding their attitude towards Creon's proclamation. Antigone asks Ismene to help her bury Polyneices, but Ismene fearfully refuses in pretext of being a woman. Antigone tells Ismene-

> "And now you can prove what you are:
> A true sister, or a traitor to your family."
>
> (*Antigone*)

Ismene retreats, warning Antigone to "Think of the danger" (*Antigone*) regarding her plan to break the state law; and that she will not disobey the state because "Extravagant action is not sensible" (I.78). As a result, now starts their ideological conflict. Antigone replies—

> "If that is what you think,
> I should not want you, even if you asked to come. You have made your choice, you can be what you want to be. But I will burry him; and if I must die, I say that this crime is holy…."
>
> (*Antigone*)

The root behind the conflict between Antigone and Ismene is that Antigone is devoted to her brother, obdurately intent on her self-appointed mission. On the other hand, Ismene is more fragile, afraid of what her sister's obstinacy may bring. Yet Ismene recognizes where her duty lies, but would not stake her life on what she considers to be a mad venture. Meanwhile, Antigone reasons that the next world is more important than this one:

> "The time in which I must please those that are dead is longer than I must please those of this world. For there I shall be forever".
>
> (II. 86-88)

Ismene is not even able to convince Antigone to be discrete: Antigone will not attempt to perform the rites in secret, but will "shout it out. I will hate you still worse/for silence" (II. 99-100). Actually, out of love, loyalty, humanity, religion etc, Antigone proposes to defy all the strength of the king. Her conviction is that the dead person is not under Creon's rule anymore. So she says to Ismene about Creon's edict– "It is not for him to keep me from my own" (*Antigone*). Thus, Ismene and Antigone appear as foils and rivals. Ismene is reasonable, timid, and obedient to patriarchal state law. In contrast, Antigone is obstinate, impulsive, moody and decidedly resistant to being a girl like the rest. Rather, she is ruled by conscience or instinct and obeys the 'unwritten law' when it clashes with human law. Ismene develops another form of rivalry between the sisters with regards to feminity.

Whereas Ismene is the appropriate, beautiful girl; Antigone curses her girlhood. Antigone in particular manifests her hatred for the ideal of feminity Ismene incarnates in their childhood.

Then comes the conflict between Creon and the Watchman. An out-of-breath sentry arrives, hesitating before he gives Creon the news that Polyneices' body has been buried. Creon angrily accuses the soldiers of having accepted a bribe to neglect his duty and threatens to execute him if the rebel is not found. In fact, Creon's outburst of rage against the Watchman is quite an unjust and unreasonable enigma, and is left without any explanation. From Creon's warning to the Watchman, it is remarkable that 'bribery' existed in ancient Greece as well. Again, in the Watchman's vehement protest against the king's accusation, there lies the seed of democracy and individuality:

> Creon: Oh, born to argue, were you?
> Sentry: May be so;
>   But still not guilty in the business.
> Creon: Doubly so, if you have sold your soul for money.
> Sentry: To think that thinking men [king] should think so wrongly!
>
> (*Antigone*)

The Sentry tries to convince Creon of his innocence, saying that the event was not his fault; but Creon is imperious and unyielding. Indeed, Creon's outraged reaction and his imperious threatening of the Sentry show some of his weaknesses. He is prone to anger and has the marking of a tyrant.

The most important issue in the play is the conflict of values between Creon and Antigone. And it starts when Antigone is arrested by the Sentry in the charge of burying Polyneices—by sprinkling earth on his body. Creon lashes out with fury in a burst of anger and addressing Antigone inquires incredulously:

> "You dared defy the law?" Antigone's reply is calm
> "I dared
> It was not God's proclamation. That final justice
> That rules the world below makes no such law.
> Your edict, king, was strong,
> But all your strength is weakness itself against
> The immortal unrecorded laws of God."
>
> (*Antigone*)

Indeed, Antigone's logic is that her dead brother is now no longer under the obligation of Creon. And she is taunting Creon without knowing. She is angrily talking back which a king generally does not want. Actually she is assertive and bold because she is his niece, betrothed to his son and belongs to the royal blood. In this sense, one detects and holds another through the weapon of language. Again, from feminist perspective, it is the woman Antigone, not the traitor, who is disobeying Creon. However, in Antigone's assertion of individuality, there is a seed of democracy and emancipated individuality. Ultimately Creon orders that Antigone's doom is to be walled up in a cave until death by starvation.

Again, with the encounter between Antigone and Creon, this tragedy has often been regarded as the classical statement of the struggle between the law of the individual conscience and the control power of the state. On the one hand, Creon symbolizes civic order and supremacy of reason. On the other hand, Antigone symbolizes role of heart over head

and intuition hardened by faith. It is to mention that there is no reason but justification in intuition. Creon advocates obedience to man-made laws; while Antigone stresses on the higher laws of duty to the gods and one's family. Creon demands obedience to the law above all else, right or wrong. He says that "there is nothing worse than disobedience to authority" (*Antigone*). Antigone responds with the idea that state law is not absolute and that it can be broken in civil disobedience in extreme cases. The concept of citizenship appears most clearly in the values clash between Creon and Antigone. Creon defines citizenship as utmost obedience to the will of the state; and thus condemns Antigone to death when he feels that she has abandoned her citizenship by disobeying him. Antigone allows more room for individualism within the role of the citizen. She accuses Creon of tyranny, while he in turn claims:

> "Obedience is due
> To the state's officer in small and great
> Just and unjust commandments."
>
> (*Antigone*)

Here, Creon starts with reasoning, emphasizing a king's responsibility to maintain order and discipline by running the state strictly. Though Antigone and Polyneices are his relatives, he has to treat with them according to the state law, lest the traitors should become rebellious, or he himself should be called a traitor.

From feminist angel, Creon is more than Antigone's king: he is also her future father-in-law, as well as the man in charge of her well-being since the exile of Oedipus. Her obligations are not only to the abstract state, but to a man with whom she is intimately connected. In this case, struggle against patriarchy is made literal, as Antigone clashes with the man who has had a father's authority over her since she was a child, the same man who is her future father-in-law. The result is that Antigone is restricted and ruled not only by a distant state, but by the closest familial relationship. Indeed, the state is embodied in the man with whom she has these relationships. Meanwhile, Creon asserts that "When I am alive no woman shall rule" (II. 577-8). And "I swear I am no man and she the man/if she can win this and not pay for it" (II. 528-9). At this point, Creon has equated masculinity with victory and compromise with defeat. Antigone's gender makes it all the more important than Creon enforces his will.

From religious perspective, Creon is defying gods by not burying the dead. Antigone is defying gods by not obeying the king. Furthermore, Antigone and Creon are both extremely proud people and part of Antigone's pride is her unwillingness to yield to the laws of man. In her case, pride is an affront to the state, while Creon's pride is an insult to the divine law. When Creon asks how Antigone could dare to disobey the law, she argues for the supremacy of God's law—"unwritten and secure" (*Antigone*). The tone of her speech is fierce and unyielding, evincing disapproval from the chorus.

From political perspective, Creon is equally fierce in his response, saying that Antigone's pride boasting of her deed is insolence, added to the deed itself. Antigone insinuates that Creon is a tyrant and Creon says that only she believes so. She responds that the others keep their mouths closed out of fear. They rapidly argue about who is right, exchanging fierce words defending their actions against the attacks of the other. Significantly, though Antigone claims to be an agent of the divine will, she is also pitting the judgements of her individual conscience against the dictate of human law; human law here

symbolized and championed by Creon. Creon also shows how personally he interprets the struggle against Antigone. He has conflated his own person with the sanctity of the law and the state. The proclamation was his and disobedience means disrespect for Creon, which means disrespect for the law. But it is to mention that Antigone defies the state law only when it clashes with the divine law which she believes highly in obeying, especially when it deals with her family. Likewise, Creon's action is for the benefit of public welfare, though it suppresses individuality and ritual belief.

Furthermore, the conflict between Antigone and Creon is what the whole play is basically all about. Charles Paul Segal wrote in his essay "Sophocles' Praise of Man and the conflicts of Antigone" that the character, like the play itself, have many levels which fuse organically, sometimes indistinguishably, into a complex unity; and here the confrontations of the two protagonists create an ever ramifying interplay between interlocking and expanding issues. The issues that Antigone and Creon have between them are what tie this whole play together and the theme is also developed with the use of their issues between each other and what they believe in. On the one hand, Antigone is a woman ruled more by her instincts and emotions than her rational faculties. On the other hand, the new king feels that if he lets his citizens disobey his proclamation, the populace will not respect his authority. Indeed, there is a clash of principals. Her appeal is to what we should call the overriding demand of natural love and common humanity. To him, this is nothing but disobedience, lawlessness and folly, with shamelessness added. Thus, an impossible gulf lies between him and Antigone.

The conflict between Creon and his son Haemon, with whom Antigone is betrothed, starts when the latter comes to plead Antigone's cause. On Creon's side is the argument that no single man, however wise, can be absolutely sure of the rightness of his judgements. "The state is the king!" (*Antigone*)— cries Creon, to which Haemon's answer is: "Yea, if the state is a desert" (*Antigone*). The monarch remains resolute about his decree of confining Antigone to death into a cave. In chorus' view, the power of love over intellect is the force that has made Haemon dare to brave his father's wrath. He is subjective when talks come about Antigone.

Again, with great caution and courtesy, Haemon tells Creon that the people of Thebes sympathize with Antigone. And Haemon's hearing "rumour" about the decree politically indicates the beginning of democracy in ancient Greek community. Through Haemon, Sophocles tells us what the ordinary citizens think of Antigone: she deserves not punishment but a crown of gold, for preventing her brother's body from being eaten by savage dogs and birds. But nothing moves Creon; neither Antigone's appeal to the laws of Zeus and the nether gods, nor Haemon's implied appeal to his own love for Antigone and his explicit appeal to moderation and to the common judgement of Thebes. When Haemon says that part of wisdom is the ability to acknowledge other's point of view and accept counsel, Creon is furious. He asks, "Am I to be taught by mere boy?" (*Antigone*) and whether the king should reward a wicked rebel. Haemon replies that the people of Thebes do not think she is wicked. Then Creon responds imperiously, "Should the city tell me how I am to rule them?" (I. 794). The two men have a heated exchange, during which Haemon accuses his father of foolishness and Creon defends himself in dictatorial terms. The fighting grows more intense and accusatory, until both men are enraged. Creon's anxieties about power make him behave like tyrant: "Is not the city thought to be the ruler's?" (I. 800). He claims ownership of

Thebes— a sentiment that would not have gone over well in democratic Athens. Haemon gives the populist retort: "There is no city/possessed by one man only" (I. 801). Here lies the seed of democracy. On the other hand lies Creon's hubris to be unwilling to seek advice. He also works from his conviction that it is an administrative policy and divine power given to him to govern the country likely. He is too proud and inflexible that he must insist on his own way. Further, he rejects his son's moderate advice out of stubbornness and an uncompromising attachment to a certain set of virtues.

Later, Creon speaks with urgency to Haemon about the need to defeat Antigone, especially because she is a woman and may usurp male status. A universal conflict lies in the fact that Creon wants Antigone to be a woman (submissive, shut up indoors, obedient, defeated and the like) and needs to make sure that he stays as a man (dominant, free, authoritative, victorious and so on). In fact, gender needs to be maintained along the traditional lines and this division is an integral part of the order that Creon appears to cherish.

Creon is at his most barbaric when he tells the servants to bring Antigone so that she can die while Haemon watches. Creon's love of order and the state is carried to an immoral extreme, one that violates the bonds of family. He tries to use Antigone's death to hurt his own son, abusing his authority for the sake of gratuitous cruelty. Creon thinks that Haemon's love for Antigone is something that can be set aside to order to order his order. But he has reduced his son to hopeless rage and despair, by his uncomprehending and brutal treatment of his son's love. Finally, Haemon angrily shouts that his father will never see him again and rushes out to die along with his fiancée.

Hardly has Antigone been taken away to her cell when the old blind Teiresias, the seer, approaches Creon. He asks the king to heed to his advice, as he had in the past. Remarkably enough, now Creon's conflict with Teiresias reveals his conflict with gods. According to Teiresias, the signs say that the gods do not approve of Creon's treatment with Polyneices' body. On the altars, there is "the carrion meat of birds and dogs/torn from the flesh of Oedipus' poor son" (II. 1074-5). The gods do not take the prayers or sacrifices of the Thebans, and the birds' cries are muffled because the birds' throats are glutted with the blood of Polyneices. He warns that the angry gods will punish the city for this sacrilege, and that Creon stands "once more on the edge of fate" (*Antigone*). He also expounds on the importance of taking counsel and says that a man who makes a mistake and then corrects it, brings no shame on himself:

> "Pay to the dead his due. Wound not the fallen.
> It is no glory to kill and kill again."
>
> (*Antigone*)

Again Teiresias says to Creon:

> "Because… you have thrust a child of earth below
> And lodged dishonourably a living soul
> Within the tomb; but keep upon the earth,
> Unburied and unhallowed, one long due
> To them that rule in Hades, wherein you
> Nor powers above have portion. By your deeds
> You have done outrage both to Heaven and Hell."
>
> (*Antigone*)

Creon is told that he has infringed Dike. Therefore, says the prophet, the Erinys, the agent of Dike, lies in wait for him, and will infallibly punish him. However, the purpose of Teiresias' prophecy is not only to break Creon's obstinacy but also it implies law which has the effect of universalizing all that follows.

But Creon suspects Teiresias of making a false prophecy for personal gain and refuses to pay heed to the warning. Rather he accuses Teiresias of being a greedy manipulator and bribed. Then Teiresias gives him a prophecy: within a few days, one of his children will die and the city will be defiled— if he does not end the desecration of the corpse and pardons/free Antigone. Again we see that Creon is unable to acknowledge that someone else might be right and he could be wrong. He cannot admit that there is a higher law than that of the state. Indeed, such hubris leads to his tragedy.

Even though no supernatural beings appear among the other dramatic personae, the gods have come mysteriously close to the action, as a conflicting force with Creon. It is said that Creon is filled with sin. He honours the laws of the land but he does not acknowledge the laws of the gods who swore him into that position of throne. From this perspective, he deserves what he gets, though exceedingly. Because, Zeus hates above everything, the loud boaster like him. According to Bowra, Creon is revealed to be trying to do something that the gods will not put up with.

In an instant, the chorus show us where the truth lies: the gods are working with Antigone and Creon is revealed as one who is setting himself in opposition to them. He is defying both the upper and nether gods by pursuing anger even after the death. What he has done in refusing the burial- is an offence against Nature itself, against the laws of the gods, against the constitution of the universe. Thus, *Antigone* is a tragedy that pits the law of the god's "unwritten law" (*Antigone*) against the laws of humankind.

Now by denying Haemon and Antigone's love, Creon is engaged in another conflict with Aphrodite, goddess of love. The chorus asserts that in her own way Aphrodite is undefeatable. Love, says the chorus, is invincible, a power that moves through the whole universe, working its will:

> "Love sits on his throne, one the great powers;
> Naught else can prevail against invincible Aphrodite."
>
> (*Antigone*)

Love is one of the ordinances; one of the Powers that hold sway in the lives not only of men, but also of animals and the gods. Love, in fact, is a Theos. We cannot fail to suspect that it is Creon who has set himself in hopeless opposition to this god, and the sequel will confirm this suspicion. The instinctive respect that humanity feels towards a dead body is, in Antigone's words, "a law that the god prizes" (519), "something on which the gods lay great store" (77). However, Creon does not understand this anymore than he understands the power, the "sacredness" of love. In fact, the disasters that overwhelm him come directly from this. Equally, the Erinys discharges her function when Creon is caught in the natural consequences of his own folly— of lack of understanding and humanity.

To conclude, what we have seen is a passionate tragedy of conflicts and sufferings. But it is set within a religious framework and is thereby universalized. And the centre piece is unmistakably Creon. Throughout the entire play runs a refrain, the refrain of the two laws. For Creon reason and civic order are of paramount importance; for Antigone, led by faith and emotion, the spiritual commandment is all. Though Sophocles maintains an even course between these conflicting forces, Antigone's side seems to be more right than wrong, which is realized even by Creon but too late. Thus, the play is about a war between different values like individual versus state, conscience versus law, moral or divine law versus human law etc. Antigone proudly defies the laws of men and suffers at the hands of those laws. Creon, in his pride, defies the laws of the gods and unwritten morality and suffers at the hands of fate and divine retribution. From the above circumstances, it can be stated that there is a whole series of human conflicts in *Antigone* behind which lies a greater conflict, i.e., conflict with the divinity. And these conflicts lead to the essence of catharsis in the tragedy.

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The Role of the United Nations in Combating Terrorism after 9/11: A Critical Analysis

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Akkas Ahamed**

Abstract

This paper mainly focuses on the role of the United Nations in combating terrorism after the terrorist attacks in the United States on September 11, 2001 (9/11/2001). It deals not only with the UN authorized provisions, rules, procedures and activities but also their effectiveness in reducing the problem in the world. Before 9/11, the UN took a considerable initiative to combat terrorism but its implementation policy was not very satisfactory. After 9/11, the US and its allies have given emphasis on terrorism as it poses a new threat for security. So, after 9/11, the UN role in combating terrorism has two tracks. One is how to carry out counter-terrorism activities and another one is how to monitor the ongoing war on terrorism. In this regard, the UN role is boundless. The first part of the paper focuses on defining terrorism, origin of terrorism and its trend. It outlines the UN system and terrorism and then identifies the reasons behind the increasing lethal nature of terrorism. It also denotes an outline on the law related to terrorism and terrorists[1] adjudication. It will also deal with the past history of the UN role in combating terrorism which was boost up after the incident of 9/11. This analysis consequently derives to the UN cooperation to the states and other regional organizations to vanish terrorists[2] and groups. As a burning issue, this paper will also discuss the UN help to South Asian states and organization to combat terrorism. After discussing the future challenges before the UN, this paper will offer some policy recommendations on how to remove and lessen the problem.

Introduction

Peaceful resolution of disputes, establishing and implementing universal rules, protecting human rights, ensuring human security are the main tasks of the UN as a universal organization. In terms of terrorism, the UN has taken a number of effective steps as counter terrorism measures. But, there is controversy on the role of the UN in solving the problems. Since the acts of the UN are conducted by some powerful states, they influence the UN activities for their own national interests. Not only that, the UN has no armed forces to conduct counter-terrorism operation either. That is why, it has to depend on the response of member states. Divergent roots of terrorism, ongoing conflicts and disputes among member states, national liberation movements, clash among the world's leading countries have caused some set backs and obstacles in ensuring effectiveness of the UN's counter-terrorism activities. In facing the terrorist challenges, the United Nations Security Council (UNSC) has to rely on powerful member states for military enforcement.

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Now, its unilateral counter terrorism measures have made the US as the prime target of the terrorists. Washington is hardly alone in this fight against terrorism. Russia, China, India, UK, Pakistan and Sri-Lanka have been interested in involving UNSC in the counter-terrorism activities. Terrorism is the only "tragedy of commons" that brings all powerful states under the same flag.

Defining Terrorism

It is very difficult to define terrorism as a single and well recognized concept. It is said that considering the situation "one man's terrorism is another man's patriotism." Not only that, different organizations and states take different initiatives that they want to define the scope, trend and range of terrorism in their own way. That is why, defining terrorism as a term and concept is a really controversial topic. The outcome of this unrealized legal framework is clear in critical public statements from the UN Secretary Generals both before and after 9/11. For example, on the 40th anniversary of the signing of the UN Charter in 1985, Secretary General Javier Perez de Cuellar stated:

> Mere condemnation of terrorist acts is insufficient. Effective international action is required. Resolutions and conventions have been adopted in the past.... These provide a   vital framework for countermeasures. It is tragically evident, however, that new, multilaterally coordinated efforts are urgently required to deal with this terrible phenomenon, which is beyond the capacity of any one country to handle alone.[3]

In the aftermath of the attacks on 11 September 2001, both the issues of non-ratification and the lack of an overall definition of terrorism were brought to the fore by the UN Secretary General Kofi Annan:

> The fight against terrorism must begin with ensuring that the 12 legal instruments on international terrorism already drafted and adopted under United Nations auspices are signed, ratified and implemented without delay by all states. It is also important to obtain agreement on a comprehensive convention on international terrorism. (UN Secretary- General, November 2001)[4]

We can say undoubtedly that terrorism is an unlawful means of non-state actors by which they want to gain their own political goal. Creating fear among the civilian is their main target. Again, we can distinguish domestic terrorism from international terrorism. Domestic terrorism denotes the illegal use of force by a group of people within one country against the other group of people or state officials. International terrorism refers to the presence of international personality, in the accidents, incidents or planning etc.

Different organizations define terrorism in many ways. The FBI (Federal Bureau of Investigation) of the USA also gives a precise definition of terrorism which is well-known: "Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population or any segment there of, in furtherance of political and social objectives." [5] On the other hand, South Asian Association of Regional Cooperation (SAARC) took terrorism as "an act intended to cause death or serious bodily injury to a civilian and the purpose of this act, by its nature or context, is meant to intimidate a population or to compel a government or an international organization to do or to abstain from doing any act."

So, looking at various definitions of terrorism, we can find at least four basic characteristics of terrorism. Firstly, terrorism always has a political nature. Secondly, terrorism deliberately targets the innocent civilian people as a target of attack. Thirdly, maximizing psychological effect on people by unpredictable attack is their main means. Finally, terrorism is done by non-state actors but the state may sponsor them.

Origins of Terrorism

Terrorism has a long history. It has a lineage of at least two millennia and can be traced back to Roman times. To discuss terrorism deeply, we have to focus on the wave of terrorism and origin of new form of terrorism. In AD 66—70, Jewish nationalist Zealot movement created mass insurrection in Roman Province of Judah, leading to Roman destruction of Jerusalem in 1793, French Revolutionary committee undertook a program to combat counter revolutionaries as coined them "terrorists".[6] The association of Tsar Alexander II in 1881 accelerated the measure against terrorism. Some people may argue that the First World War also occurred for the assassination of Austrian Archduke Frenz Ferdinand in Sarajevo in 1914. In 1939, Yugosiavian King and French foreign Minster were also killed. In 1939, Irish Republican Army carried out a massive terrorist attack on British land for the first time in their history. The US President John F. Kennedy was assassinated in 1963.

Terrorism achieved a firmly international character during the 1980s and 1990s and in the aftermath of the assassinations of Spanish Prime Minister and Egyptian President in 1973 and 1979 respectively. The Indian prime minister Indira Ghandhi was killed by the Sikh separatists in 1984. Rajib Gandhi, also a former Indian prime minister, was killed by the Tamil terrorists in 1991 and Yitzhak Rabin by Jewish extremists in 1995 were also noticed.[7] Iranian Revolution and the Soviet defeat in Afghanistan have accelerated the religious and sacred form of terrorism. Domestic form of terrorism has also arisen in Sri-Lanka, the Philippines and some other places. Massive terrorist attack on the US, Indian Parliament, Indonesian tourist spot of Bali Island have highlighted the extraordinary power, magnitude, and savagery of terrorist attacks.

New Trend of Terrorism

Until recently, four trends in modern terrorism were apparent: an increase in the incidence of religiously motivated suicide attacks, a decrease in the overall member of attacks, an increase in the lethality per attack, and the growing targeting of the Americans. Statistics show that religiously motivated terrorist organizations are becoming more common. In 1950, there were 2 (out of 64) religious terrorist organizations and the number had expanded to 25 (out of 56) by 1995.[8] Data provided from the US Department of State shows that number of attacks and lethality per attack has increased dramatically between 1980s and 1990s. The number of terrorist attacks in 1990s was 382 per year. While this was more than 543 but absolute number of casualties had increased from 344 in 1991 to 6693 in 1998. The number of people killed per incident rose from 102 to 566 in 1991 and 741 were killed in 274 incidents in 1998.[9] Another important trend is that the Americans have increasingly become the most valuable targets of any terrorist attack. The number of such attacks increased from 66 in 1994 to a high of 200 in 2000. The percentage of international attacks against the US rose from 20% in 1993-95 to almost 50% in 2000.[10]

Factors for Increasing Terrorism

Various factors have led to the development of the new form of terrorism. The foremost reason behind the increasingly radicalized terrorism is that all terrorist attacks now attract the media headline and attention. The terrorists have realized that civilian soft targets involve lower risk to themselves and there has also been a shift from the politically centered terrorist to the hard-line fanatic. In fact, cultural, political and technological factors are related to terrorism. Cultural or religiously motivated terrorist groups grew six fold from 1980 to 1990. Hoffman argued that "the religious imperative for terrorism is the most important characteristic of terrorist activity." It is called heavenly work. It is a unique work given by God to the followers. So, it becomes easier for the terrorists to gain good and plausible public opinion. Cult-oriented terrorism is also noticed nowadays. In the past, it was a threat to national security. Some may argue that cults are particularly dangerous form of religious terrorism because they can appear quickly without warning, have no rational goals, and can become agitated due to apprehension and hostility with which they are viewed by the society at large. Technology has evolved in ways that provide unprecedented opportunities for terrorists. Non-nuclear weapons of mass destruction and information technology have also created opportunities for terrorists of radiological terrorism, because these alternatives are more probable. Cyber terrorism is also increasing in recent years. Gross inequalities in economic resources and standards of living among different parts of the world are popular reasons given for the convenience of contemporary terrorists. Terrorists continue to enjoy the benefits of indirect state sponsorship. They get minimum salary and fund from the state.

Countering Terrorism Step-by-Step

Before 9/11, the UNSC took counter terrorism as an integral part of its responsibilities for international peace and security. But implementing measures against terrorism has been slow, hesitant and sluggish. During the 1990s, the UNSC acted against some specific events or those countries known to aid and harbor terrorism by imposing economic and diplomatic sanctions. In the 1990s, the UNSC rediscovered its enforcement powers under chapter VII; but these were applied more readily to regional conflicts than to terrorists.

On January 31, 1992, at the first summit-level meeting of the UNSC, the 15 heads of states and governments expressed 'their deep concern over acts of international terrorism' and emphasized 'the need for the international community to deal effectively with all such acts as part of their "commitment to collective security".[11] During the 1990s, the NSC imposed strict economic, diplomatic, arms sanctions on Libya, Sudan and Afghanistan for sponsoring activities and terrorist groups. The UN imposed sanctions on Libya in 1993 in response to the Lockerbie bombing, on Sudan in 1996 in response to the Sudanese governments support for Al-Qaeda and Afghanistan in 1999 to combat possible Taliban revival and destroy the Al-Qaeda network.

The sanctions were seen as a deterrent, as a means of signaling the Council's firm determination to take strong stance against terrorism. This was apparent in the Libyan case when Libya refused to cooperate with the resolution 731 of January 21, 1992. The UNSC imposed a series of sanctions in resolution 748, which was passed on March 31, 1992. On November 11, 1993, Resolution 883 strengthened the sanctions against Libya.[10] Likely, when Sudan failed to keep phase with the UNSC resolution 1044 taken on 31 January 1996, the

UNSC issued a series of diplomatic sanctions against the authority by resolution 1054 on 26 August 1996. In 1999 and 2000, the UNSC made strict the sanctions by varying its range up to on arms and financial assets.

By 1999, concrete relations between Taliban regime and Al-Qaeda were developed under the terms and regulations of chapter VII of the UN. Charter resolution 1267 was passed due to Afghan authority's failure to respond to previous resolutions. As Taliban government's continuous support to Al-Qaeda for establishing training camp and providing training facilities to the Mujahedeen, in 1999 the UNSC used the full power of the UN charter to oblige all the UN members to comply with the terms and procedures of the resolution. For the first time in the history of the UNSC, resolution 1267 opened a sanction regime that incorporates a "sanction committee" to monitor state compliance. Four days after passing resolution 1267, the UNSC resolution 1269 was completed. It was the 12th UN agreement on terrorism which empowered the committee to monitor state accession and compliance.

Countering Terrorism after 9/11

The failure of all 12 UN conventions and demise of all efforts of the UNSC resolution were greatly exposed by the attack on September 11, 2001. It helps us realize the broad gap between dream and nightmare; rhetorical commitment and real measures of international community against terrorism. Since its birth, the UN has worked hard to develop a range of conventions and protocols to counter terrorism; but by 2001, only two countries— UK and Botswana had ratified all 12 UN conventions that collectively comprised the international communities' universal legal response to international terrorism. Again, only four states— UK, Botswana, Sri-Lanka and Uzbekistan had ratified the 1999 convention relating to terrorism.

To legislate war on terrorism and implement the previous UN rules, procedures and Conventions, the UNSC Resolution 1368 was passed on September 2001 that acknowledged the right of individual and collective self-defense under the charter. On 28th September, 2001, Resolution 1373 was approved. This resolution obliged all countries to legis1ate actions against the funding of terrorism. Actions against other support to terrorists such as providing information, shelter to the terrorist organization were also included in this resolution. This resolution gave power to the states to sign bilateral and multilateral treaty to combat terrorism. There was an obligation for the member states to ratify the 1999 Convention on the suppression of the financing of terrorism. Ratification of all 12 previous conventions related to terrorism was also enclosed there. The one major innovation has been the work of the Council's Counter Terrorism Committee (CTC) in monitoring implementation of resolution 1373, which requires member states to "refrain from providing any form of support, active or passive, to entities or persons involved in terrorist acts". On 4th October 2001, it was established comprising the all 5 permanent members of the UNSC.[13] It also has a half dozen technical experts. The UNSC resolution 1377 urged the supportive actions taken by regional, international, sub-regional organizations to exchange information and assistance of any kinds. From October 2001, the UN global program against terrorism was launched to build capacity building measures among member states. In December 2002, Terrorism Prevention Branch was established with ten international organizations and sixteen individual countries. But CTC has some unavoidable limitations. First of all, it is funded by Austria, Canada, France, Germany, Italy, Japan and the USA. So,

neither its funding nor staffing is integrated in the UN's regular budget. Secondly, CTC is never authorized by the general Assembly. Thirdly, CTC is coordinated by the states which are sympathetic to the counter-terrorism agenda. Finally, regional organizations were mainly embedded on establishing regional or local criminal Justice policy.[14]

The UN Response to the States Unilateral Use of Forces

There has been disagreement both on what ought to be deemed as terrorism and about whether states may respond with force if they are subjected to a terrorist attack originating from inside the borders of another state. Under VII of the UN Charter and Article 51 of the Charter, the UNSC may adopt binding measures against the states involved in terrorist activities and use military force where the UN finds that international peace and security are threatened. But the UNSC has not approved the use of military force in the fight against terrorism before 9/11. The United Nations Security Council Resolution (UNSCR) 1368 (2001) has critically condemned the terrorist attacks on the USA but it does not recognize the USA's right to exercise force against Afghanistan and other states that may be deemed to have contributed to terrorism. Article 51 of the UN charter argues that state may take measures for self defense until the UNSC will take necessary action. The UNSC Resolution 678, adopted in the 1990 Iraqi invasion of Kuwait, authorized all member states to take all necessary means to implement resolution. But Resolutions 1368 and 1373 (2001) did not claim anything like that and Resolution 1373 is just as general as that of Resolution 1368 and provides no explicit acknowledgement of a right on the part of the USA to use force against a particular state or states in exercise of the right of self-defense. UNSCR 1390 (2002) that was adopted under chapter VII[15] reiterated the past issue and nothing new. Legally speaking, the UNSC did not approve the USA's use of force in exercise of the right of self-defense neither against Afghanistan nor against other states.

Whose Initiatives Inspire Us: States or International Organizations?

We have noticed two cases related to terrorism: one in Sri Lanka and the other in the Philippines where states initiatives have brought out a ray of hope at the end of the dark tunnel. But in other cases like Israel-Palestine, India, Pakistan, Afghanistan- where foreign states or other international organizations were involved, the whole measure goes in vain. If a state takes a position against terrorism without any compromise to any one, it will be successful but it will take time like in Sri Lanka where it took more than two decades. State authority opposed Liberation Tiger of Tamil Elam (LTTE) as sectarian agency. No international organization and foreign state was involved in Sri Lanka's counter terrorism operation. At last the Sri Lankan government claimed to have crushed the LTTE "terrorists" which can be seen as the first case of eradicating terrorism by using force. On the contrary, in Philippines, we saw different scenario. The state and the insurgent groups held peaceful negotiation, by using diplomacy and sharing power. Moro National Liberation Front (MNLF) signed a peace treaty with Manila in l996.[16] At last in June 2003, Moro Islamic Liberation Front (MILF) reached an agreement which has resulted in a substantial reduction in violence and armed clashes.

It is pretty difficult to solve a problem of terrorism if the host state is not willing to combat nation based religious, regional-territorial terrorism and a powerful foreign country eventually gets involved. The UN or other international organizations and regional organizations have no capability to do anything to fight terrorism if that state has no will or is

not ready to deal with them and does not want to involve them. Some state sponsored clashes are not considered terrorism at all like in China and in Myanmar. In both the countries, Muslim Uyghur and Rohingya minority groups are depressed and tarnished by state authority. The UN or other regional organizations do not take these cases as state sponsored terrorism. It may be sore-point for the UN.

The UN Role in Countering Terrorism in South Asia

With the involvement of the U.S and coalition forces against Al-Qaeda in Afghanistan, South Asia emerged as the centre-point of war against terrorism. Facing mounting terrorist violence, Asia already accounts for 15% of all terrorism-related casualties world-wide. With the world's fastest growing markets, fastest rising military expenditures and most serious hot spots, Asia holds the key to the future global order. Much of the Asian terrorist violence is concentrated in the southern belt.[17] Jamatul Mujahedin Bangladesh (JMB), Jagrata Muslim Janata Bangladesh (JMJB) in Bangladesh; United Liberation Front of Assam (ULIA), Harkat-UL-Jehad-e-Islamic, Jamaat-UL-Mujahidin (JUM) in India; Liberation Tiger of Tamil Elam (LTTE), people's Liberation Army in Sri Lanka; Lashker-e-Tayeba, Jaish-e-Mohammad, Allahr Dal, Jammu Kashmir Liberation Front (JKLF) in Pakistan, Maoists in Nepal, Al-Qaeda, Harkat-Ul-Mujahidin in Afghanistan are the most violent terrorist organizations in South Asia.[18] In 2008, the world witnessed the horrific attacks in Mumbai; Sri Lanka had been suffering from acts of terrorism for decades and so has been Pakistan. Bangladesh has achieved some successes in disrupting the terrorists' roots; but it still needs to go a long way to eradicate the problem of terrorism completely on a permanent basis.

In an effort to remedy these shortfalls, the UN organized a multilateral program with the SAARC home ministers in Dhaka on 11 May 2006 to review the progress in the execution of a regional agreement on suppressing acts of terrorism in South Asia.[19] The Home ministers discussed the role of the SAARC Terrorist Offences Monitoring Desk (STOMD). The UN welcomed the counter terrorism policy of Bangladesh by saying that "Bangladesh could successfully combat terrorism being used in the name of Islam". Not only the UN but also the South Asian states cooperated with the US-led war on terrorism. Pakistan, for instance, has offered the US an unprecedented level of cooperation by allowing the US military to use bases within the country. US-South Asian Defense Consultative Group (DCG) met in September 2002 for high level discussion on military cooperation and until 2002/3 Islamabad has captured 550 alleged terrorists.[20] Emerging "strategic partnership" between the US and India has seen India cooperating with the US in its war against terrorism in a big way. The US-India Joint working group on counter- terrorism was established in January 2002 to intensify bilateral cooperation in the fight against terrorism.

Future Challenges for the UN

Edward C. Luck argued three types of problems and challenges that the UN may face at present and in future in the fight against terrorism.[21] To him, cluster one problem is-disagreement on the definition, scope and priority that should accord terrorism as a threat to international peace and security. Cluster two problem is, divergent views on the legitimacy, effectiveness and legality of counter-terrorism measures carried out by member states unilaterally or in ad hoc coalition; particularly, when they involve the seeming irresolub1e problems of the Middle East, Kashmir, Tamil, Taliban, Northern Ireland issues. Cluster three

challenges are the uncertainties about the UN's capacities and whether a viable multilateral alternative exists for dealing with terrorism.

Policy Recommendations:

To implement the strategy taken by the UN, we may offer some policy recommendations:

1. Giving priority to define terrorism as a unique concept, its range, types and scope.

2. Strengthening the capacities of local governments and their judicial systems through providing training and funding.

3. Providing additional assistance and funding to develop regional-counter-terrorism centers.

4. Strengthening civil society and democratic process.

5. Influencing and coordinating the regional organizations to implement anti-terrorism laws and plans.[22]

6. As a "highly militarized approach", the UN should take necessary initiatives to combat extremism by law enforcing agencies.

7. Pressurizing the states that harbor terrorism and sponsor or fund terrorist organizations.

8. Increasing all big powers' involvement in implementing all the UNSC resolutions unanimously.

9. Encouraging states to sign bilateral or multilateral treaties and agreements to eliminate terrorism.

10. Expanding educational exchange programs, and lessening economic disparity among states.

11. Conflictual issues like the Middle East peace process, Kashmir issue, Maoist movement should be dealt with through negotiations and diplomacy; and not by military means.

12. Clarifying the intra (OR INTER; CHECK)-religious clash and monitoring the propaganda among the religions.

13. Monitoring the implementation of verdicts related to terrorism.

14. Strengthening the Counter Terrorism Committee (CTC).

15. The UN should find out the specific guideline on how to combat terrorism and how to respond when member states sponsor terrorism and do not comply with the UNSC Resolutions.

16. Providing reward to those states which are willing to build up counter-terrorism capacities.

17. Examining the unilateral use of force in response to terrorist attacks by the USA, NATO and other states.

Conclusion

This paper seeks to find out the reality behind the curtain of the UN role in uprooting terrorism. Clashes among the powerful states and the lack of help of terrorists sponsored states or vice-versa, the UN cannot work properly to combat terrorism as it should. It is not the UN's problem; rather the UN is now in stalemate and quagmire. Policy making process of the UN as regards terrorism should not be politicized. The UN should work to protect the vulnerable state and take stringent measures against the countries assisting, promoting, and sponsoring terrorism. Examining the big power's attempt against terrorism may be a work of the UN. But to solve global disorder, the UN should consider combating terrorism as its first step. After finishing and solving the disputed issues, the UN should be very careful about terrorism to create a peaceful world for all regions. It should share with care all the difficulties and challenges with other regional organizations. After all, an equitable and balanced world is the best guarantee aginst terrorism which has been costing so many lives and so much money, time, and efforts. With an equitable and just and balanced global village, we all can live happily without wasting lives, time, money, resources and anxiety. The UN should contemplate from right now to work toward achieving those goals.

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Acknowledgement

Evaluation of Buriganga Pollution by Monitoring Seasonal Variation of Water Quality Parameters

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Abstract

Potentiality of water to be potable, suitable for aquatic life or usable for industries is largely dependent on inorganic water quality parameters. Some important water quality parameters such as DO(Dissolve oxygen), pH, TDS(Total dissolved solid), conductivity, turbidity, salinity, concentration of anions were measured at five different locations such as Hazaribag, Swarighat, Islambag, Sadarghat, Shampur of Buriganga River. Measurements were made at the interval of every two months and variations of these parameters were observed. It was found that most of the parameters are either below or above the standard value for Bangladesh. It was also substantiated that concentrations of the above stated parameters were relatively high in dry season than in wet season which suggested that the water quality of Buriganga River is deteriorating day by day at an alarming rate.

Key Words: Water pollution, Buriganga River, DO, pH, TDS, conductivity, turbidity, salinity, concentration of anions.

Introduction

Large part of Dhaka city is surrounded by the Buriganga River. This river provides important services to the city resident such as water supply, navigation, recreation, sanitation and flood control. The Buriganga River is increasingly being polluted with the city's thousands of industrial units, sewerage and dumping of huge volumes of toxic wastes (Islam, 2006). Rapid and unplanned urbanization and industrial development along with the pressure of population have made Dhaka an environmentally polluted city in the world. Pollution from human and industrial sources is the main problem in the river systems near urban areas. Buriganga is the worst affected. It receives a large quantity of waste (both solid waste and waste water), surface runoff, untreated industrial effluents and sewage effluents directly and indirectly from the city (according to the Department of Environment, (DoE)). Up to 40,000 tones of tannery waste flows into the rivers daily along with sewage.

About 87% of total water supply by Dhaka WASA comes from deep tube wells and rest of the supply comes from surface water treatment (Begum, 2010). It has been estimated that the gross demand will rise from the present 2460 MI/d (Million litters per day) to 7970 MI/d by the year 2025.

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Due to over abstraction and loss of recharge areas, the ground water level in Dhaka has declined at an alarming rate (1.3meter/year) over the last couple of decades. So it is the high time to consider surface water treatment as the primary source. But the water quality of these rivers has severely damaged in recent years (Kamal,2004). Due to have high ground water slope in the Dhaka city aquifer, there may be a high possibility to percolate contamination to the surface water as well as to the aquifer. Therefore, it is essential to evaluate the seasonal variation of some specific water quality parameters and evaluation of overall status of the Buriganga water.

The objective of this study is to monitor the Buriganga River water through the analysis of some essential water quality parameters like pH, DO, turbidity, electrical conductivity, salinity, TDS and concentration of some anions such as chloride, nitrate, sulphate and phosphate. We hope this research will help Bangladesh Govt. to take the necessary action to control the pollution of Burigonga and surrounded areas.

Materials and Methods

Buriganga river surrounded the south-western border of Dhaka city. Sampling was carried out from $23°43^/53.97^{//}$ N and $90°21^/18.25^{//}$E to downstream $23°41^/07.81^{//}$ N and $90°25^/45.09^{//}$E of Buriganga. Five stations; Hazaribag, Swarighat, Islambag, Sadarghat, Shampur were selected for sampling because significant pollutions observed at these stations due to the exit point of industrial effluents. Water samples were collected in 500mL plastic bottle. Bottles were cleaned by detergent solution and then treated with 5% nitric acid over night and finally washed with de-ionized water and dried in the air. All the samples were grab sample. Water was taken from the middle of the river or stream at one meter depth from the surface of the point to avoid floating solid substances. These were kept in ice bag, tied well, carried to the laboratories and stored at 4ºC in refrigerator. pH was measured by 826 pH mobile(Metrohm). Dissolved oxygen (DO), total dissolved solid(TDS), salinity and conductivity were measured by Portable multi-parameter Meter sension ^{TM}156(HACH). Total suspended solid by manually, concentration of anions by Ion Chromatogram HI10A, SUPER (SHIMADZU). Chemical analyses of samples were carried out in BCSIR Laboratories, Dhaka and Department of Chemistry, Jagannath University, Dhaka, Bangladesh.

Results and Discussion

Variation of pH both of location and season and potency of toxic substances present in the aquatic environment (Rouse 1979) were investigated and presented in fig.1. It shows that water is slightly alkaline in some points and slightly acidic in other points. The highest pH value found 8.75 at Hazaribag station during August and the lowest value 6.53 at the same location during December. Other results are between these values. Fig.2. shows that pH of wet season is higher than dry season but not exceeded the standard limit of the Department of Environment (DoE), 6.5-8.5 for drinking water as well as for recreation purpose, pisciculture and irrigation purposes except Hazaribag. Therefore, Hazaribag point is little dangerous compare to Bangladesh and international standard. It is notable that at the same time, pH values are different at different locations of same river. This is due to the fact that many industries are mushroomed near the bank of the river. They discharge different chemicals containing waste water directly to the river that are responsible for the changeability of pH.

Variations of DO for all sampling stations in different seasons are plotted in Fig.3. Descending trend of DO value observes from August to February and rising afterwards. But the fluctuation is quite significant at February in all sampling points. The highest value is 4.37 mg/L found at Hazaribag point in June and the lowest one is 0.4 mg/L in February. At shadarghat, the highest and lowest values are found in August 3.18 mg/L and February 1.78 mg/L, respectively. Islambag, Shampur, Swarighat showed similar change from August to February and then increased to June. Average value of DO at different locations are compared with DoE value in Fig.4 for better understanding the fluctuation and quality assessment of the stated river water. It indicates that dry season values are lower than the rainy season at all stations. All the values are below the standard limit (6mg/L) at every point in both seasons. However, in dry season, values decreased abruptly and come down below 4mg/L which is poor and alarming condition for river water. Because, at these extreme low DO values, no aquatic plant and fish can survive. The low value of DO at dry season was attributed to the fact that the flow rate of the river water is negligible and accumulation of the discharged organic material from sewage treatment works, storm overflows, industrial and agricultural slurry, silage liquor etc. Enrichment by nutrients results in the lower oxygen level. On the other hand, high value of DO at wet season is due to no accumulation of organic material such as solid wastes and burnt oil occurring in the high flow rate and the volume of effluent entering the river system remain low.

Table 1 shows the average value of electrical conductance and salinity. In the dry season both parameters are comparatively higher than that of the rainy season but the entire series show the gradual declination towards the downstream (Hazaribag to Shampur) except Islambag. The maximum value of conductance obtained 641.07±5.2µs/cm during dry season and minimum of 183.0± 1.9µs/cm at Shampur during wet season. All the values are below FAO standard (1000 µs/cm). Highest value of salinity (1.05 ppt) observed in Hazaribag during dry season and lowest one (0.23 ppt) at Shampur during wet season (Table 1). The salinity of water indicates the presence of ionic substances that come from reaction of metals (Na, Mg) and acids (sulfur, chloride and carbonate containing) containing in water. Effluents discharges in the study area contain such type of substances that may lead to increases the availability of salinity of all the experimented stations.

Turbidity in water is due to particles suspended or dissolved in water that scatter light turning the water to appear cloudy or muddy. In Figure 5, the season wise average turbidity value for the Burigonga River both in dry and wet season of almost all sampling points are higher than the standard value for Bangladesh. The differences between dry and rainy season are noteworthy and the dry season values are three or four times higher than rainy season. In dry season it is almost four to six fold of permissible value (10 FTU). Due to higher turbidity the colour of the Buriganga River water during dry season turns black. Figure 6 shows the worst condition of the Buriganga River in dry season. High turbidity can significantly lessen the aesthetic quality of lakes and streams, having a harmful impact on recreation and tourism. It can increase the cost of water treatment for drinking and food processing; harm fish and other aquatic life by reducing food supplies, degrading spawn beds, and affecting gill function. Therefore, the high value of turbidity is alarming and detrimental for eco-system of the Burigonga and also some rivers connected to it.

TDS in water responsible for occurring bad odor and taste and promote conditions favorable for growth of pathogenic bacteria (Kabir, 2002).The season wise change of TDS in

the Burigonga illustrated in Figure 7. In Hazaribag of Buriganga River the highest concentration of TDS is found 1385 mg/L in February and the lowest is 354mg/L in October. In case of shadarghat the same trend observed. Whereas shampur , Islambag, swarighat point show very similar variation from August to February and afterwards they decreased from March to July. The abnormally of high concentration for Hazaribag and swarighat indicated the intense level of contamination.

During dry season the rate of the river water surge is negligible, even just tidal pulse existed, but the volume of effluent entering the river system remained same during the wet season which is responsible for high value of TDS. But during wet season, heavy precipitation diluted due to high flow rate and consequently TDS value decreased. The comparison of TDS value with previous data of same location is shown in Table 2. The value was 391 mg/L in 2003-2004 whereas at present is 911mg/L which is poor in WHO rating (ref. 12) and suggest that the condition of Buringanga river water is worsening.

Concentration of some anions are measured in this study and presented in Table 3. Comparing the data with standard value for Bangladesh, it can be said that the value of phosphate and nitrate are higher than standard value. Effluents discharged from tannery, textile and other manufacturing industries into the river, contain high amount of nitrate. Agricultural run-off from fertilizers and manure also contain nitrates. Agricultural run-off from fertilizers and manure, containing nitrates and phosphates (M. Moniruzzaman, 2009).

Conclusion

Seasonal variations of some water quality parameters were measured at five different locations with different season to evaluate the condition of the Buriganga River. Variation of pH both of location and season shows that water is slightly alkaline in some points and slightly acidic in other points. Highest pH value of 8.75 is found at Hazaribag station during August and lowest pH value of 6.53 at the same location during December.

In all the stations experimented, the DO values are below the standard limit (6mg/L) at every point in both seasons. However, in dry season, values had fallen abruptly and come down below 4mg/L which is poor and alarming condition for river water. The maximum conductance value obtained $641.07\pm5.2\mu s/cm$ during dry season and minimum of $183.0\pm 1.9\mu s/cm$ during wet season at Shampur point. Highest value of salinity (1.05 ppt) observed at Hazaribag during dry season and lowest value (0.23 ppt) at Shampur during wet season. In dry season the Turbidity value is almost four to six fold of permissible value (10 FTU). In Hazaribag of Buriganga River the highest concentration of TDS is 1385 mg/L in February and the lowest is 354mg/L in October. The values of phosphate and nitrate anions are higher than the standard value. Considering the results of all the water quality parameters it can be said that the overall condition of the Burigonga river water is deteriorating and the eco-system of Dhaka and surrounded areas becoming worst. Due to severe pollution, the water of the river is now not suitable for aquatic lives, domestic and industrial uses. Even this water is not in a feasible condition for the treatment of drinking purpose. To get ride from this situation, the sources responsible for water pollution must be removed or stopped.

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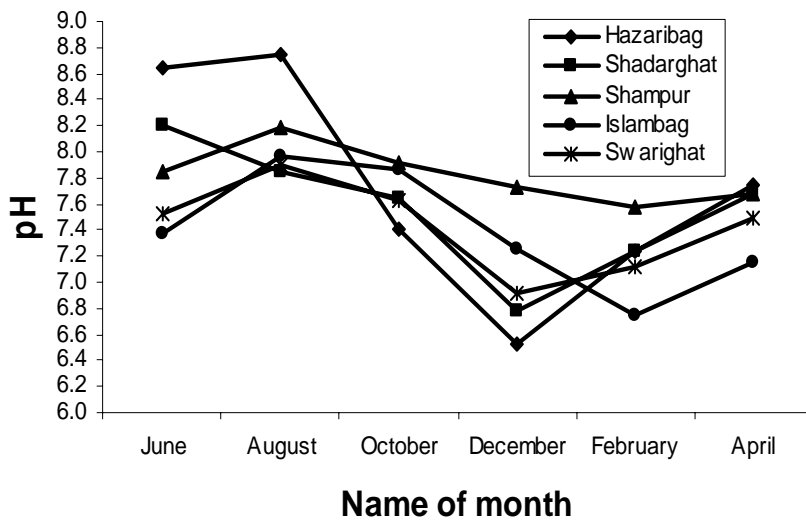
Fig.1: Variation of pH with seasons of the Buriganga River.
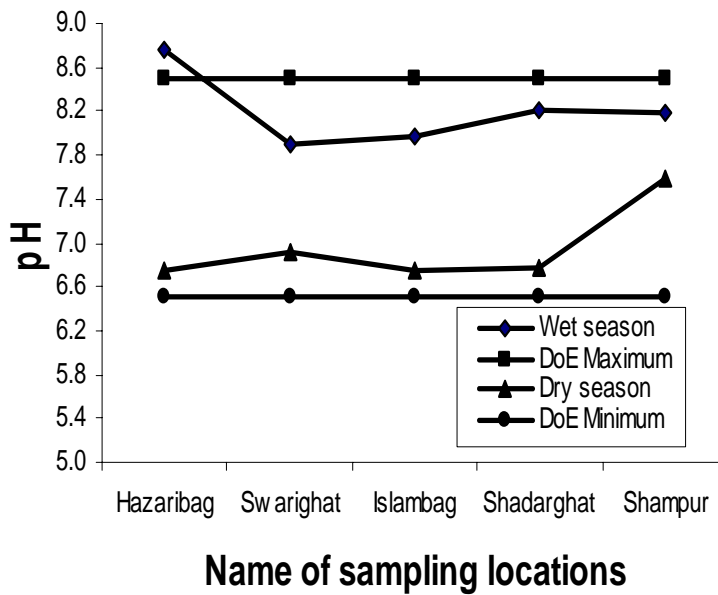
Fig.2: Comparison of pH of the Buriganga river water with DoE standard.
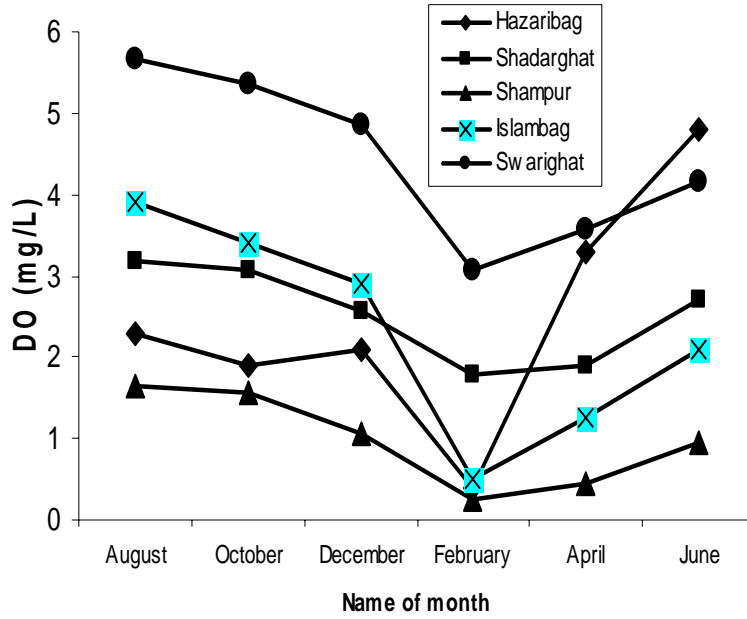
Fig.3: Variation of Dissolved oxygen with months at different stations of the Buriganga River.
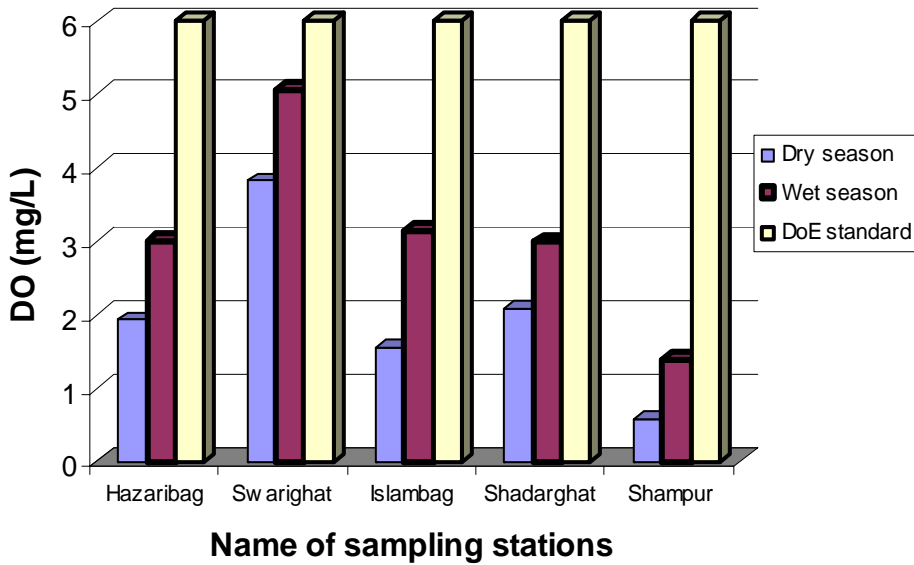
Fig.4: Comparison of average value of Dissolved Oxygen (DO) of the Buriganga River with DoE standard (June to November-Wet season. December to May-Dry season).
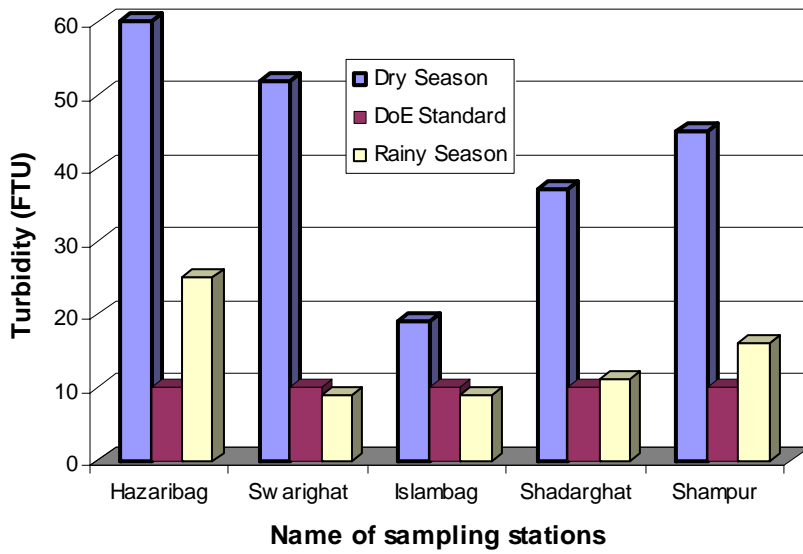
Fig.5: Comparison of average value of Turbidity of the Buriganga River with DoE standard (FTU: Formazin Turbidity Unit).
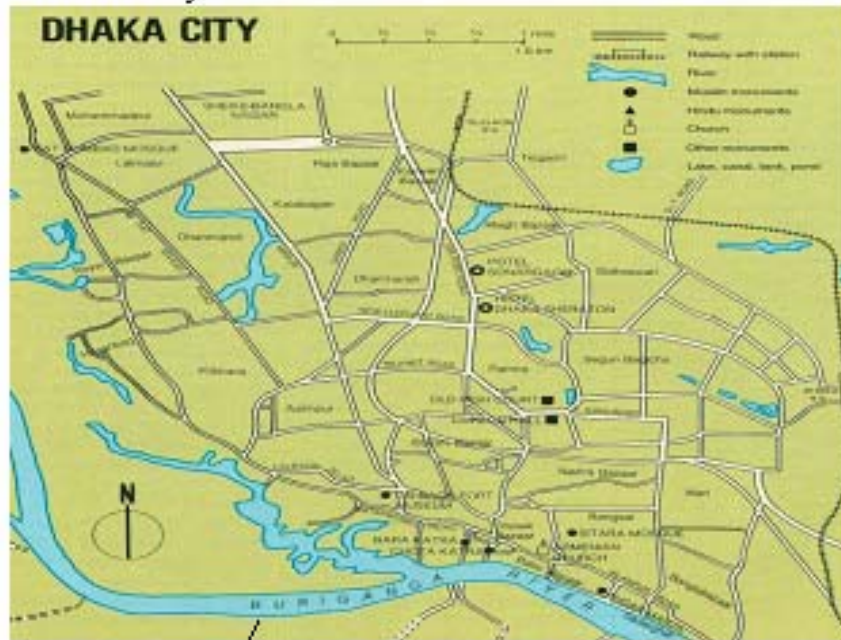
Fig 6: The worst condition of the Buriganga River in dry season.
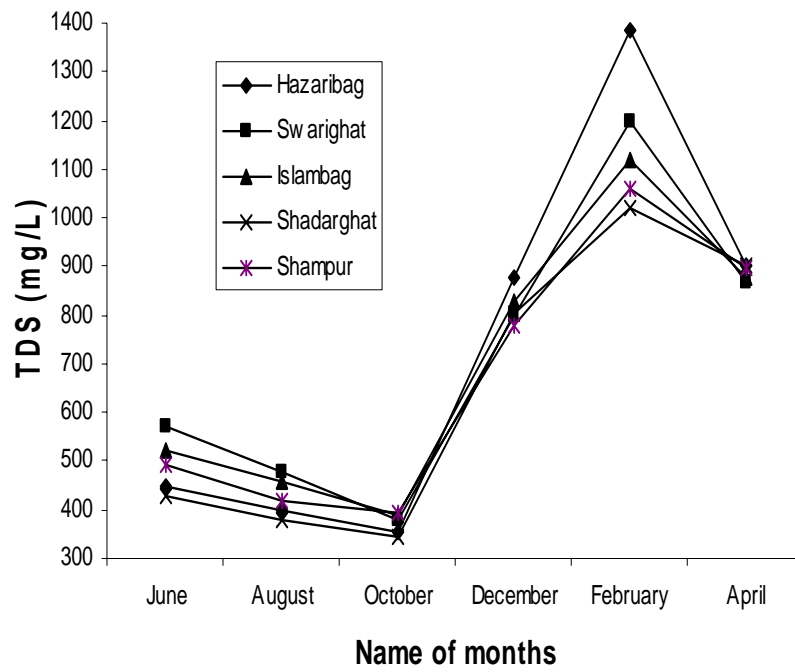
Fig.7: Variation of TDS with months at different stations of the Buriganga River.

Table1: Seasonal variation of Electrical conductivity and Salinity at different sampling stations.

Parameter	Season	Hazaribag	Swarighat	Islambag	Shadarghat	Shampur
Electrical Conductivity (µs/cm)	Dry	641.07±5.2	459.66±6.4	416±5.6	431.33±4.6	334.66±3.2
	Wet	447.60±3.9	246± 3.2	292.33±2.8	207.67±2.4	183.0± 1.9
Salinity(ppt)	Dry	1.05±0.01	0.98±0.02	0.82±0.007	0.94±0.01	0.93±0.005
	Wet	0.41±0.008	0.35±0.006	0.25±0.002	0.30±0.001	0.23±0.002

Table 2: Comparison of TDS value at sampling station Shampur of the Buriganga River with the year 2003-2004 and 2010-2011(World bank, 2006)

Year	Season	Total Dissolved Solid (mg/L)
2003-2004	Dry	319
	Wet	69
2010-2011	Dry	911
	Wet	435

Table 3: Variation of average concentration of Anions at different stations of Buriganga river

Name of Anion	Season	Concentration of Anion(mg/L)				
		Hazaribag	Swarighat	Islambag	Shadarghat	Shampur
Cl^-	Dry season	74.40 ±4.65	46.98±2.78	105.23±7.52	58.13±3.69	35.43±2.05
	Wet season	14.83±0.72	15.40±0.86	19.39±1.84	15.03±1.18	15.87±1.62
SO_4^{2-}	Dry season	50.60± 2.86	42.48±1.46	28.57± 1.25	27.82±1.66	14.72±0.96
	Wet season	13.37±1.16	8.76±0.58	3.08±0.016	9.67±0.54	11.93±0.84
PO_4^{3-}	Dry season	9.22± 1.05	17.34±1.02	17.64±1.05	17.54±1.35	21.13±1.28
	Wet season	2.20±0.22	3.09±0.04	2.77±0.12	1.62±.02	1.11±0.08
NO_3^-	Dry season	40.57±2.66	21.42±1.12	20.55±1.44	16.87±1.30	14.55±1.05
	Wet season	9.019±0.68	9.55± 0.83	10.07±0.83	6.49±0.56	8.52±0.76

Customer Satisfaction on Restaurants: A Case Study on Sylhet City

Tasmina Chowdhury Tania*

Abstract

The study is conducted from an empirical point of view. This study additionally explores specific reasons for satisfaction and dissatisfaction of consumer's and motivational factors to customers etc. Empirical/practical analysis is done through emphasizing internal service operation, the service product, and service quality and customer satisfaction. Results indicate that customers are not glad with employee behavior; they think speed of service is low and are dissatisfied with current price; to them, food quality, verity, taste are more important than service and atmosphere in restaurants. However, majority of the customers are neutral about satisfaction and the next majority say they are satisfied with the restaurant services.

Introduction

The restaurant industry is very competitive and the lifestyle changes created by modern living continue to fuel its steady growth. People often have less time, resources, and ability to cook for themselves. Trends are very important. Restaurants catered to different styles of cuisine, price brackets, and religious requirements. Even within a single restaurant much choice was available, and people ordered the entree they wanted from written menus.

The market for restaurant's products covers a large area of diverse and densely populated groups. Although it will be located in a downtown urban setting, it is an area where people travel to eat out and one that is also frequented by tourists. It is also an area known for and catering to the demographic group we are targeting. In the world of real estate, they say that everything is based on location only. One needs a location that has a good flow of traffic and is easily accessible. A location near shopping centers, theaters or other venues that attract consumers- is always a good idea.

Customer satisfaction, a term frequently used in marketing, is a measure of how products and services supplied by a company meet or surpass customer expectation. It is seen as a key performance indicator within business in a competitive marketplace where businesses compete for customers. Customer satisfaction is also seen as a key differentiator and it increasingly has become a key element of business strategy. In the restaurant business, customer satisfaction can be linked directly to restaurant sales. Thus, it is important to identify which perceived quality factors more strongly affect customer satisfaction or dissatisfaction.

Service satisfaction is a function of consumers' experience and reactions to a provider's behavior during the service encounter. So in researching satisfaction, firms generally ask customers whether their product or service has met or exceeded expectations. Thus, expectations are key factors behind satisfaction.

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When customers have high expectations and the reality falls short, they will be disappointed and will likely rate their experience as less than satisfying.

Rationality of the Study

In Bangladesh approximately 30% of the working population is employed in the tertiary sector (*Statistic Book 2004*). The tertiary sector includes private businesses; for example, banking, insurance companies, hotels, restaurants, consulting, repair and maintenance, supermarkets, travel agencies, transportation, and so on.

In today's increasingly competitive environment, quality services and customer satisfaction are critical to corporate success. Delivering high quality services is closely linked to profits, cost savings and market share.

Food is something one cannot stay away with. We love to taste variety of food around the world. Looking into current needs one can easily say this business has lots of scope to grow.

Methodology

The research is descriptive because the relevant data were collected from various sources to describe the customer satisfaction of restaurant services as it exists at present with applicable tables, graphs etc. Some people of Sylhet city who use restaurant services constitute the population of this study. Out of total population we have considered 80 people from the entire population as sample. Information was collected from secondary and primary sources respectively. Most of the data used in this research are primarily from field investigation carried out randomly among some customers of restaurants of Sylhet. Primary data were collected by using questionnaire from customers and secondary data were collected from newspapers, magazines, articles and websites.

Theoretical Review

Restaurant

A restaurant prepares and serves food, drink and dessert to customers in return for money. Meals are generally served and eaten on premises, but many restaurants also offer take-out and food delivery services. Restaurants vary greatly in appearance and offerings, including a wide variety of the main chef's cuisines and service models. There are about 8 million restaurants and some 3,00,000 restaurant companies in the world. The restaurant industry divides itself into full-service and fast-food restaurants. Full-service restaurants include family restaurants, dinner houses and grill/buffet type restaurants. The fast-food sector includes sandwich shops, which means hamburgers and Mexican food, as well as pizza and chicken joints such as KFC, Pizza Hut etc. In a weak economy, the former categories stock suffers as people with less disposable income settle for cheaper fare.

Customer and Customer Satisfaction

A customer (also known as a client, buyer, or purchaser) is usually used to refer to a current or potential buyer or user of the products of an individual or organization called the supplier, seller, or vendor etc. This is typically through purchasing or renting goods or

services. However, in certain contexts, the term 'customer' also includes by extension any entity that uses or experiences the services of another. A customer may also be a viewer of the product or service that is being sold despite deciding not to buy them. To avoid unwanted implications in some areas such as government services, community services, and education, the term 'customer' is sometimes substituted by words such as 'constituent' or 'stakeholder'. This is done to address concerns that the word 'customer' implies a narrowly commercial relationship involving the purchase of products and services.

In general, satisfaction is a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations. If the performance falls short of expectations the customer is dissatisfied. If the performance matches the expectations the customer is satisfied. If the performance exceeds expectations the customer is highly satisfied or delighted.

Now, the company might be able to increase its profitability by means of other than increased satisfaction; for example, by improving manufacturing process or investing more in R&D. Also the company has many stakeholders to deal with, including employees, dealers, suppliers and stockholders. Ultimately the company must operate on the philosophy that it is trying to deliver a high level of customer satisfaction subject to delivering acceptable level of satisfaction to the other stakeholders, given its total resources.

Early Stages of Restaurant Business

In Ancient Rome, thermopolia (singular thermopolium) were small restaurant-bars which offered food and drinks to the customer. A typical thermopolium had L-shaped counters into which large storage vessels were sunk, which would contain either hot or cold food. They are linked to the absence of kitchens in many dwellings and the ease with which people could purchase prepared foods. Besides, eating out was also considered to be an important aspect of socializing.

In Pompeii, 158 thermopolia with a service counter have been identified across the whole town area. They were concentrated along the main axes of the town and the public spaces where they were frequented by the locals.

Food catering establishments which may be described as restaurants were known since the 11th century in Kaifeng, China's northern capital during the first half of the Song Dynasty (960–1279). With a population of over 1,000,000 people, a culture of hospitality and a paper currency, Kaifeng was ripe for the development of restaurants. Probably growing out of the tea houses and taverns that catered to travelers, Kaifeng's restaurants blossomed into an industry catering to locals as well as people from other regions of China. Stephen H. West argues that there is a direct correlation between the growth of the restaurant businesses and institutions of theatrical stage drama, gambling and prostitution which served the growing merchant middle class during the Song Dynasty.

Thus, restaurants catered to different styles of cuisine, price brackets, and religious requirements. Even within a single restaurant much choice was available, and people ordered the food they wanted from written menus.

The modern restaurant originated in 18th century France, although precursors can be traced back to Roman times.

Types of Restaurant

Restaurants often specialize in certain types of food or present a certain unifying, and often entertaining, theme. For example, there are seafood restaurants, vegetarian restaurants or ethnic restaurants. Generally speaking, restaurants' selling food characteristics of the local culture are simply called restaurants.

General Types

a. Fast Food and Fast Casual

Fast food restaurants emphasize on speed of service. Operations range from small-scale street vendors with carts to franchised mega-corporations. Fast casual restaurants do not offer table service, but may offer non-disposable plates and cutlery. The quality of food and prices tend to be higher than those of a conventional fast food restaurant but may be lower than casual dining.

b. Casual Dining

A casual dining restaurant is a restaurant that serves moderately-priced food in a casual atmosphere. Except for buffet-style restaurants, casual dining restaurants typically provide table service. Casual dining comprises a market segment between fast food establishments and fine dining restaurants. Entrepreneur Norman Brinker was the "father" of casual dining.

c. Family Style and Fine Dining

Family style restaurants are a type of casual dining restaurants with diners seated at a communal table such as on bench seats. The menu may include items targeted toward multiple age groups, including young children and the elderly people. These restaurants tend to be single-family businesses.

Meanwhile, fine dining restaurants are full service restaurants with specific dedicated meal courses. Décor of such restaurants feature higher quality materials with an eye towards the "atmosphere" desired by the restaurateur. The wait staff is usually highly trained and often wears more formal attire. Fine-dining restaurants are almost always small businesses and are generally either single-location operations or have just a few locations. Food portions are smaller but more visually appealing. Fine dining restaurants have certain rules of dining which must be followed by visitors.

Variations

Most of the following establishments can be considered subtypes of fast casual dining restaurants or casual dining restaurants.

a. Bistro and Brasserie

In France, a brasserie is a café doubling as a restaurant and serving single dishes and other meals in a relaxed setting. A bistro is a familiar name for a café serving moderately priced simple meals in a simple setting, especially in Paris; and bistros have become increasingly popular with tourists. When used in English, the term *bistro* usually indicates either a fast casual dining restaurant with a European-influenced menu or a café with a larger menu of food.

b. Buffet and Smörgåsbord

Buffets and smörgåsbord offer customers a selection of food at a fixed price. Food is served on trays around counter, from which customers with plates serve themselves. The selection can be modest or very extensive, with the more elaborate menus divided into categories such as salad, soup, appetizers, hot entrées, cold entrées, dessert and fruit. Often the range of cuisine can be chosen, while other restaurants focus on a specific type, such as Chinese, Indian, or Swedish. The role of the waiter or waitress in this case is relegated to removing of finished plates, and sometimes the ordering and refilling of drinks.

c. Café and Cafeteria

Cafés are informal restaurants offering a range of hot meals and made-to-order sandwiches. It is important to note that coffee shops, while similar to cafés, are not restaurants due to the fact that they primarily serve beverages and derive the majority of their revenue in this way. Many cafés are open for breakfast and serve full hot breakfasts. In some areas cafés offer outdoor seating. The major difference with a café and most other casual dining establishments is how the guest orders and pays. A café can offer table service, but many times the guest orders in the front, and the food is brought out to the table. Then, while at most casual dining restaurants the guest pays with the server, at a café the guest most often pays with a single cashier.

A cafeteria is a restaurant serving ready-cooked food arranged behind a food-serving counter. There is little or no table service. Typically, a collector takes a tray and pushes it along a track in front of the counter. Depending on the establishment, servings may be ordered from attendants, selected as ready-made portions already on plates, or self-served by the collector.

d. Coffee House

Coffeehouses are casual restaurants without table service that emphasize on coffee and other beverages. Typically a limited selection of cold foods such as pastries and perhaps sandwiches are offered as well. Their distinguishing feature is that they allow consumers to relax and socialize on their premises for long periods of time without pressure to leave promptly after eating, and are thus frequently chosen as sites for meetings.

e. Mongolian Barbeque

Despite the name, this form of restaurant is not Mongolian, actually derived from Taiwan and inspired by Japanese teppanyaki. Customers create a bowl from an assortment of ingredients displayed in a buffet fashion. The bowl is then handed to the cook, who stir-fries the food on a large barbecue and returns it on a plate or in a bowl to the consumer.

f. Pub

Mainly in the UK and other countries influenced by British culture, a pub (short for 'public house') is a bar that serves simple food fare. Traditionally, pubs were primarily drinking establishments with food in a decidedly secondary position, whereas the modern pub business relies on food as well, to the point where gastro pubs are often essentially fine-dining establishments, known for their high-quality pub food and concomitantly high prices. A typical pub has a large selection of beers and ales on tap.

g. Teppanyaki-style

In North America, many restaurants specializing in Japanese cuisine offer the teppanyaki grill, which is more accurately based on a type of charcoal stove that is called shichirin in Japan. Diners, often in multiple, unrelated parties, sit around the grill while a chef prepares their food orders in front of them. Often the chef is trained in entertaining the guests with special techniques, including cracking a spinning egg in the air, forming a volcano out of differently-sized onion slices, and flipping grilled shrimp pieces into customers' mouths, in addition to various props.

Features of Good Restaurant

A restaurant is a place where people go and enjoy their food. Several factors are involved in catching the attention of the customers. Along with food quality and taste, its design and glance are very important. People like to go a place which is well decorated and well furnished as it has a very huge impact on their minds. Taste, quality of the food, price and services are the basic factors which make regular customers for a restaurant (Homburg et al, 2005). For this reason, good chefs must be hired and food prices should be kept on a moderate level because it is better to earn money through large number of regular customers than through little number of customers by setting food prices too much high.

Some people require privacy to enjoy food with their friends and family; so there should be a separate place for them where music volume should be very low. In a restaurant, good behavior of staff to deal with the customers is very important. Bad behavior can affect its reputation badly resulting in bad publicity. The basic three components are in the consideration like behavioral measurement, attitudinal measurement and composite measurement (Browen and Chen, 2001). In addition, floor plan and furnishing should be according to its need and type. Light weight tables and chairs are mostly preferred because they are easy to be moved from one place to another for the purpose of floor cleaning

The competitive nature of the world we now live in means that for any organization, the only way to attract and retain customers or clients successfully is to become totally customer focused. This is especially true for the restaurant industry where a customer can make or break the business, and negative experiences are often passed on to friends and family significantly more than great ones. It is, therefore, important that managers of these organizations learn to look at the total customer experience, while also understanding the importance of each aspect of this experience and what the customer needs and is looking for in each one. An effective food and beverage manager needs to possess certain qualities, skills and knowledge in order to be effective in their role. Primarily, they must know what they are talking about. Having relevant experience in the industry is essential; and if that is not the case then they must take steps to gain that experience.

Findings and Analysis Based on Survey Report:

Since Independence, the restaurant has become a historic part of Bangladesh. However many 'curry houses' have transformed their images of group wall paper and old wall hangings into stylish and sophisticated outlets that have become appealing to a broad range of customers. Different restaurants also recognize their need to add advanced technologies in order to progress in a highly competitive market.

Interestingly Bangladesh is a country which is full of food lovers where eating is an important part of day to day life and where there are perhaps equal, if not more, number of

restaurants than shopping malls and mosques. The following study is conducted only in Sylhet city.

1. Rate of Eating in Restaurants

Options	No. of Respondents	Percentage
Most Frequently	16	20%
Frequently	24	30%
Occasionally	36	45%
Rarely	4	5%
Never	0	0%

The majority of customers occasionally dine out. The next majority of customers frequently dine out. Any respondent who never dines out is not found.

2. Reception of Restaurants

Option	No. of Respondents	Percentage
Highly Satisfying	0	0%
Satisfying	48	60%
Neutral	32	40%
Dissatisfying	0	0%
Very dissatisfying	0	0%

The majority of the customers are satisfied with the reception of restaurants but the rest are neutral about the reception of the restaurants.

3. Satisfaction regarding Price Level

Option	No. of Respondents	Percentage
Very Satisfying	8	10%
Satisfying	32	30%
Neutral	16	20%
Dissatisfying	24	40%
Very dissatisfying	0	0%

The majority of the customers are dissatisfied with the price level and the next majority are satisfied, some are neutral and a few are very satisfied.

4. Satisfaction regarding Hygiene Level

Option	No. of Respondents	Percentage
Highly satisfying	0	0%
Satisfying	8	10%
Neutral	52	65%
Dissatisfying	20	25%
Very dissatisfying	0	0%

The majority of the customers are neutral about the hygiene level, some are dissatisfied and few are satisfied.

5. Key Factor(s) to be satisfied

Option	No. of Respondents	Percentage
Service Time	4	5%

Staff attitude	4	5%
Food quality, variety & taste	44	55%
Price	12	15%
Cleanliness	8	10%
Environment & sitting	8	10%

The majority of the customers are satisfied about the food quality, variety and taste. The next majority are satisfied about price. Then same number of respondents are satisfied about cleanliness and environment and sitting. The same least number of respondents are satisfied about service time and staff attitude.

6. Overall Satisfaction Level

Option	No. of Respondents	Percentage
Highly Satisfying	16	20%
Satisfying	24	30%
Neutral	36	45%
Dissatisfying	4	5%
Highly dissatisfying	0	0%

The majority of the customers are overall neutral with the restaurant. The next majority are satisfied, then some customers are highly satisfied and few are dissatisfied.

7. Satisfaction Level of Some Side

	Highly satisfying	Satisfying	Neutral	Dissatisfying	Highly dissatisfying
Food quality	10%	80%	10%	0%	0%
Food varaiety	25%	35%	30%	5%	5%
Food taste	40%	45%	10%	5%	
Cleanliness	20%	25%	40%	10%	5%
Physical proximity	5%	35%	30%	20%	10%
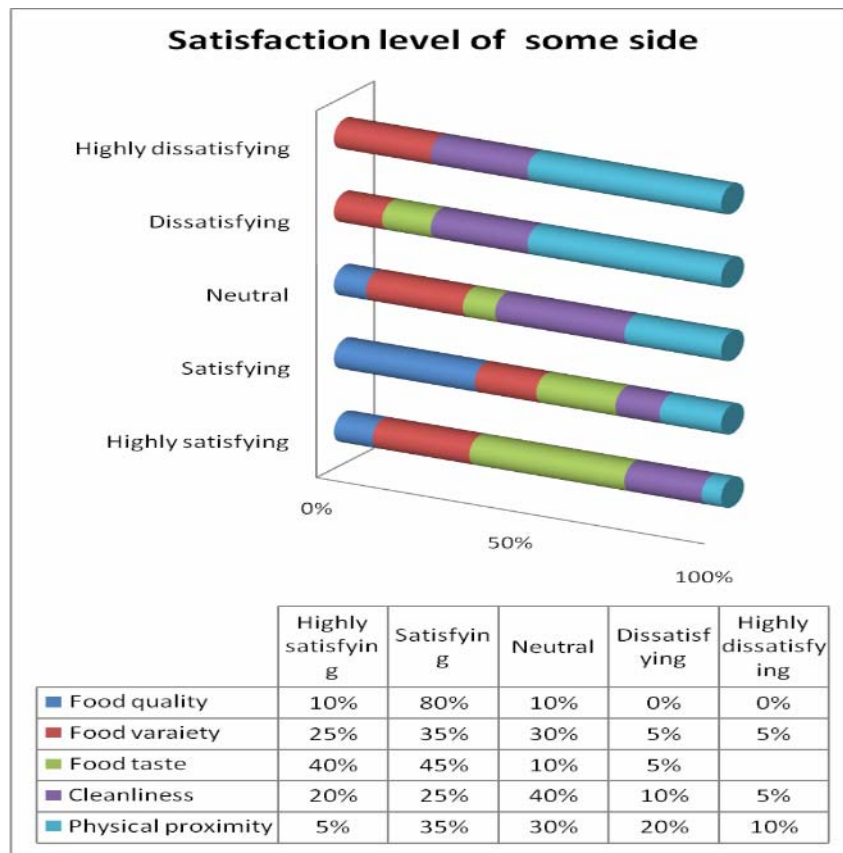
The majority of the customers are satisfied about the food quality, variety, taste, physical proximity. Again, the majority of the customers are neutral about cleanliness. No customer is dissatisfied about food quality and no customer is very dissatisfied about food taste.

Some Key Factors

Eating Habit: The tradition of our country is changing rapidly. Now men and women, young and old- all enjoy dining out. Most of the respondents occasionally eat out in a restaurant environment.

Reception of the Restaurants: Most of the customers are satisfied with the reception of the restaurants. Others are neutral about it. The majority of the customers are neutral about approach of the staff. However, employees tend to show an indifferent attitude in response to customers' need. This is not definitely desirable to any customer.

Waiting time to serve food: Our analysis reveals that the majority of the customers are satisfied with the waiting time to serve food. Often staffs are slow in providing services to customers while customers are expecting more prompt services.

Price Level: Most of the customers are dissatisfied with the current price level. According to them it is overpriced. But, the majority of the customers are satisfied with the location, as the locations of well-known restaurants are near to the city.

Hygiene Level: Most of the customers are neutral about the hygiene level but many said they are dissatisfied.

Overall Satisfaction: Most of the customers are neutral about the overall satisfaction level. The next majority say they are satisfied with the restaurant services. The next big portion is highly satisfied.

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

Strengths

Convenience: As the city is small, location of restaurants are convenient. Some are situated in the centre, some are around the centre and few are at little distance for the general public. So it is convenient to go there.

Location: Busy place at little distance or centre of the town or around the centre- is overall suitable for restaurant business.

Ranges of Customers: Food attracts people of various ranges from the young to the old.

Repeat Customers: Loyalty exists among repeat customers who are well targeted, such as young people to *Café Blue* restaurant. Different types of people go to *Pach Bhai* too.

Space of the Restaurant: Usually great spaces that are bright, fashionable, clean, located in an upscale mall- attract so many customers (such as *Spicy* restaurant).

Weaknesses

Budget: In some cases it is seen that restaurant has chance to be successful but because of its budget limitation it becomes unable to do so.

Employee Training: All employees are not trained; so they often make mistakes that cause customer dissatisfaction.

Competition: Competition is increasing. To cope up with that, many big restaurants are doing different things but small restaurants are going down.

Marketing Budget: Limited marketing budget is restricting brand awareness.

Hygienic Food: There is a lack of hygienic food which is limiting the target market.

Declining Satisfaction: Many loyal customers are feeling that the satisfaction is declining. This may lead to customer dissatisfaction and a reduction in customers and credibility in the market; this may lead to customers converting to main competitors.

Management: Not taking advantage of the best talent for management positions.

Space of the Restaurant: Generally space of a restaurant is good. But in very few cases it is found that restaurants become over crowded because of over demand; e.g., *Pach Bhai*.

Equipment: Old-fashioned equipment is a weakness which needs to be renewed.

Opportunities

Evaluate Operations: As majority of the restaurants are local, so operation supervision is very easy. Comparing the operation with others is also easy.

Tourist: Restaurant can concentrate on tourist markets.

Industry Consolidation: Smaller players are disappearing in tough economic environment. So, there is a chance for large restaurants to be more powerful.

Growing Market: A significant percentage of the target market is still not aware of different attractive services of restaurants.

Sales Opportunity: Increasing sales opportunity in sales out business.

Threats

Staff: Very often staffs are not motivated to do their job properly; it may be because of lack of training or facilities.

Rising Competition: It undermines some restaurants as consumers go for greater convenience and this will lower the amount of sales consumed.

Price Level: Sales are going to smaller restaurants who are charging less.

Material Cost: Rising material (are unable to go without) costs threatened margins.

Changing Consumer Habits: People are eating at home more often because fall in the economy is reducing customer's disposable income spent on eating out.

Labor Cost: Labor costs are increasing.

Competition: Competition is getting intense; and competition from small or old famous restaurants is also strong.

Recommendations

Complain Management: In theory it has been argued that effective service recovery procedures can turn a dissatisfied customer into a satisfied one. This is the importance of complain management. Complaints can be used in two different ways**.** First of all, a direct reaction to a service failure takes place, and hereby turns one specific dissatisfied customer into a satisfied one. Secondly**,** manages state that the complaints are seen as sources of inspiration and are used to constantly enhance future service deliveries.

Consistent Service with Demand: Some restaurants provide good services at the beginning and the service quality decreases with time. Again, some restaurants' service quality depends on the busyness of their staff. Authority should take good care of consistent service.

Customer Databases: It provides the service companies with the opportunity to monitor the purchase frequency of specific customers. Thus, the defecting customers can easily be detected. Moreover, it enables the service companies to contact the customers, and to find out the reason behind the potential dissatisfaction.

Menu: Often it is found that some items of the menu are demanded by the customers or attract customers; but these are not available most of the time. If customers become dissatisfied, a restaurant will lose everything. So it should be more concerned about the items listed on the menu.

Price: Price should be reasonable. Quality should not be compromised with price. And in some restaurants they provide sufficient quantity for price; but such quantity often is not needed. Authority should be concerned about this issue.

Staff: Often staffs are not properly trained and well-behaved. Often it is found that in front of customers staff bargain with each other, or when customers request to do something he tries to make that thing done by other staff. This expresses his unwillingness to do the job. This problem should be considered carefully.

Waiting Time: In some restaurants now the customers become known about their waiting time needed. But generally they do not. It may be related with the main service or after sales

services like parcel etc. Authority should be conscious about their service delivery speed and the customers' tolerance level.

Limitation of the Study

There is no dearth of sincerity on my part to bring the issue under study into proper focus, but I have some limitations as well. The absence of adequate information created problem while preparing the report. Some people were not very cordial for sharing their experiences. Also for the budget limitation, sample was not enough. I have considered only three types of restaurants like casual dining and cafeteria. So the study needs more research.

Conclusion

A company would be wise to measure customer satisfaction regularly, because one key to customer preservation is customer satisfaction. If customers are satisfied with the services of restaurants then they would revisit and repurchase its services. So customer satisfaction is very important for restaurants. This study concludes that majority of the customers are neutral regarding overall satisfaction. These neutral customers can be converted into satisfied ones by developing variety in the menu and also in taste, training staffs, improving the service quality, controlling the price as much as possible, being honest with the customers regarding service etc. Different restaurants require having different priorities. Customers in upscale restaurants are willing to pay the most money for highest level of food, perception of quality, service, and vibes; also, the results are similar for those customers in a quick-service restaurant. Correspondingly, managers at quick service restaurants should focus on improving the speed of service with proper staffs as customers are more interested in demeaning quick-service restaurants for faster service and are willing to pay more for it.

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Linguistics in Bangladeshi Classrooms: Teacher's Desired Linguistic Knowledge for Solving the Problems

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Abstract

In this particular paper it is tried to describe and analyse common incidents that were witnessed in many language classrooms in Bangladesh where teacher's knowledge of linguistics would have been desirable. I would like to have a careful and clear analysis of what has happened and to what area of linguistics they are related to set the background for further evaluation and discussion of the incidents. In light of the findings, I would try to discuss to what extent knowledge of linguistics can help a language teacher in overcoming such problems and what impact it can have on the process of L_2 teaching and learning in Bangladesh context.

Introduction

With the theory of EFL/ESL teacher education programme design studies of the knowledge base of EFL/ESL teaching and teacher education have often found a theoretical framework in Shulman's model of teacher knowledge (Freeman, 1989, Johnston and Goettsch 2000). In the model Shulman categories the knowledge base of teaching as: (a) content knowledge, (b) general pedagogical knowledge, (c) curriculum knowledge; e.g., understanding of the materials and programme, (d) pedagogical content knowledge; i.e., content and pedagogy that is uniquely the province of the teacher, (e) knowledge of the learners, (f) knowledge of educational context including socio-cultural, institutional and situational context, and (g) knowledge of educational ends, purposes and values.

Shulman also enumerates the source for the teaching knowledge base such as: (1) the accumulated knowledge in content discipline, (2) educational materials and structures; e.g., text books, curriculum, school organisation, and the structure of the teaching profession, (3) research on the process of schooling, teaching and learning, (4) the wisdom of practice; i.e., the maxims that guides the practices of able teachers (Shulman 1987). Shulman asserts that the teaching process is a series of pedagogical reasoning and actions which involves "a cycle through the activities of comprehension, transformation, instruction, evaluation and reflection" (Shulman, 1987). Yet, while he emphasises on the knowledge of the structures of the subject matter and enthusiasm for what is to be taught and learned, he seems to leave out the ability of reconstructing and reflecting that teachers need to develop when they aim to deliver an effective teaching.

Through the lens of Shulman's categories of teacher knowledge, it is found that ESL teacher education in North America lays emphasis on the provision of content knowledge (knowledge of English language) and pedagogical content knowledge (i.e., TESOL, methodology courses).

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As Widdowson (1997) claims, the provision of language teacher education might reflect different views of qualities and qualifications required for language teachers. Following this line of reasoning, it is implied that language competence and teaching skills carry weight in language teachers' teaching performance. Teachers tackle the classrooms and the learners at all levels and the entire situation is specifically in a language class where the aim is to increase the skills of the students in target language. However, this tackling and controlling largely depends on the teacher's knowledge on the respective subject, aptitude and attitude, understanding, intellectual capability, cultural enrichment, interpersonal communication and a feeling for languages (both his own L_1 and the target language L_2) to make it much more effective. Let us begin the depiction of classes of English language learning witnessed in Bangladesh and the findings from the careful observation.

Observation 1

Let us share one observation from a language classroom from Dhaka where the learners were L_2 learners of English at intermediate level and the faculty member was from a university. The learners were of similar age group (mid 20s) equally representing males and females. The class duration was one hundred twenty minutes for that particular session and total number of participants were thirty one.

The teacher arrived, greeted the students and the students also replied in English (L_2). The teacher continued to talk in target language, asked questions based on the previous lessons and gave instructions on the new subject/topics. The lesson was developed around a situation for asking for information and giving directions, the teacher provided with an illustrated map that contained an area of vocabulary related to asking for information and providing direction and certain activities associated with simulating some situation of finding a way. The illustration displayed that some people were busy for searching for a location in a large city. The teacher described the situation in English what the students could see in the display, demonstrating the meaning of various actions and miming (as traffic police or a passer-by or a newcomer in a city) until the students understood and looked very much enlightened. The students repeated the new words and phrases and responded to questions by the teacher. They tried to create their own sentences in English based on the model provided by the teacher. They did it with some sorts of accuracy. When they were able to use it orally, the teacher proceeded with reading activities. The students read a passage and dialogues of similar content aloud from their books and handouts provided by the teacher. The lesson continued with some written expressions and exercises and then ended with role play in groups that were full of enthusiasm.

Findings

We observed throughout the lesson that there was great deal of activities by both the teacher and the students and target language (English) is used with or without accuracy. The learners had some queries that were ignored during the session although the interest and enthusiasm were kept high while practising the L_2. The class activities always initiated by the teacher and the students follow the set model for practising both for oral and written expressions. Three main language components related to the formal, functional and cultural aspects were not justified during the lesson as the teacher acting as the facilitator did not manage that accordingly. Further, during the session students tried to use the L_1 and mistakes

were not corrected that continued forming the wrong expression functionally or meaningfully.

Teacher's Desired Knowledge

As the teacher is perceived as facilitator whose main tasks become very complex- to be able to expose the learners to a considerable amount of meaningful language input, to provide a variety of opportunities for the students in order to bring about the necessary models or language input, to offer a variety of texts and also to remember that the students in the same class may read at very different levels of difficulty in English, just as they do in their native language (L_1); the teacher need to be aware of the students' reading interest and accordingly design the appropriate reading comprehension exercises and facilitate the writing process by providing the necessary guidance for the learner to be able to express her/his knowledge of the topic. The teacher also need to pay attention to the rhetorical devices, logical, grammatical and lexical: appropriate to different types of texts, spelling, punctuation and other organizational features. Overall, the teacher is expected to manage the class within the time frame in the classroom context.

Observation 2

This is the second class observed. The learners were L_2 learners of English at elementary level and the faculty was a free-lance faculty of ELT. The learners were of age group between 16 and 22 and male representation was more than females. The class duration was ninety minutes for that particular session and total number of participants was twenty six. The class started with the teacher's arrival but there was no greeting exchanged. It seemed quite unusual as the students looked a bit scared who kept open their English language text books and waited for the instructions from the teacher. They were mentally set and prepared for the particular lesson of the day. They were about to begin a new section. They had a page of reading passages selected by the teacher that provided the learners with new vocabulary list with some synonyms. The teacher earlier instructed the students to read and memorise those words and necessary meaning which they had to find out at home using the bi-lingual dictionary. The lesson began with a test (now it makes a sense why the learners at the beginning looked very much scared) of the new words they had to learn. It was a written test where they spelled out new words and wrote the meaning in English. They felt shy and hesitating in front of other students. When they were asked for the pronunciation test, they chattered with uncertain new words for pronunciation. The teacher was not happy with the performances, but he had to continue the task. Followed by the pronunciation task the students continued more task of pronunciation by reading exercises. The teacher asked them to read aloud from a selected passage. The teacher did not read out first, so most of the students stumbled through the sentences. The reading procedure was at last omitted as this proved very much painful for the teacher and embarrassed the whole group of students. Then the teacher tried to help them out with the meaning of the words and passages in the native language (L_1 - Bangla in this case); i.e., he began the process of translation. The students continued translating the words and sentences of the passage into their native language, sometimes with direct assistance from the teacher and occasionally by the peers. In the later part of the lesson the students learnt about the traditional rules of grammar and the uses of tense. When the terms found unfamiliar, they tried to apply those for the grammar of the native language. The teacher asked few questions, when necessary answered them and lastly settled down to spend the rest of the lesson on to *not-too-demanding* task of writing out

paradigms and grammar exercises. The moment class ended, most of the students seemed to get back their breath and glimmered.

Findings

The class continued most of the time with L_1 (Bangla) and the target language (L_2) English was heard very little during the lesson. At the beginning some individual vocabulary pronunciation practice with some isolated phrases and a little reading aloud was there for using the target language. The class was dominated by the teacher only, even the questions were asked and answered by the teacher, and the students were never encouraged to initiate any activities. Moreover, the socio-cultural matters and psychological aspects were completely ignored for learning the target language.

Teachers' Desired Knowledge

Teachers' knowledge on socio-cultural and psychological aspects of the learners is essential for an effective teaching. But here in this particular class we have found that there was no such evidence to take into consideration of teaching the L_2 to the teenagers. Especially the psychological barrier challenges and contradicts the ultimate learning. Knowledge of educational context including socio-cultural, institutional and situational context, knowledge of the learners and knowledge of educational ends, purposes and values need to be taken into consideration. The effect of any or all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on learners and their surroundings are very much important to consider for teaching and learning the language. The demographic factors like age, ethnicity, religion, status, gender, level of education, social status of the family etc. also play a vital role in learning and teachers' knowledge in all aspects for imparting the knowledge is essential to make the teaching-learning process more effective and successful.

A Careful and Clear Analysis of the Happenings and Ways of Overcoming the Problems along with Impact on L_2 Teaching and Learning

We know that teacher knowledge is approached as a discursive and everyday life construction whose historical antecedents influence its constitution and perception. An analysis of the historical situations that justified the English language teaching in Bangladesh set the principles of teacher knowledge. This present study interprets the fact that there have been four main domains regulating the English language teacher knowledge in Bangladeshi context. They are the technical, the institutional, the content and the economic domains.

If we look back to the history, the British rule for about 200 years and the colonial education system that was designed helped the particular group in society where the reason for English language (L_2) learning was to bridge a communication between the rulers and their selective class. While the strategy of "divide and conquer" was used most effectively, an important aspect of the British rule in India was the psychological indoctrination of an elite layer within Indian society that was artfully tutored into becoming model British subjects. In fact, this English-educated layer of Indian society was craftily encouraged in absorbing values and notions about themselves and their land of birth that would be conducive to the British occupation of India, and furthering the British goals of looting India's physical wealth and exploiting its labour.

In 1835, Thomas Macaulay articulated the goals of the British colonial imperialism most succinctly: "We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, in opinions, words and intellect." As the architect of the Colonial Britain's Educational Policy in India, Thomas Macaulay was to set the tone for what the educated Indians were going to learn about themselves, their civilization, and their view of Britain and the world around them. Teaching English (L_2) was to fulfil the need of the British rulers and their selective classes only.

Lately, during the Pakistani period the language was treated as a very sensitive issue in the eastern part known as East Pakistan (Bangladesh). At that time the Pakistani regime wanted to suppress the rights of Bengali people whose main attention was focused on Bangla to be recognized as the national language. Ultimately the language movement started against Urdu which was declared as the national language. The result of that language movement left a long lasting effect on English and other foreign languages as well. After the independence this problem no longer existed. However, we find that in the last few years English is becoming the most dominating language in the realm of higher education and in trade and business. There are now more than 52 private universities in the country. In all of them, the medium of instruction is English. Even in the public universities a shift towards English has been taking place for some time.

English language teaching-learning has been first considered to be a national priority in the economical or business field; and lately, in the educational arena. Because English language has constituted the main means of communication between Bangladesh and foreign entrepreneurs and companies, governments have demanded the academic and technical preparation on English language learning. Therefore, the national curriculum has been adapted to satisfy the needs of a global economical system. Purpose of learning English in order to help the students face life and work situations which require an average command over English, with the desire that this preparation will allow them to participate actively in the challenges of the global economy for the benefit of the their own professional development as well as of the country. From this perspective, teaching-learning English is a kind of responsibility that language teachers and students have to accomplish in order to activate the national economy. English is evidently perceived as the "business language" which demands Bangladeshi English speakers to be part of a job market highly determined by the foreign capital investment. In this sense, English language teaching-learning is developed as a process of adaptation of the individual needs to the challenges of the global economic demands.

Again, English language teaching has covered the whole educational cycles of the Bangladesh curricula. It has to be taught compulsorily from preschool to higher secondary level. A clear action that shows the importance of this language is the fact that both rural and urban educational institutions have to provide access to English learning because it is declared as one of the mandatory subjects students have to take to complete their academic programs. Further, for higher studies starting from undergraduate to upper level in most cases, the study continues following the medium of English.

As mentioned earlier, the study of English has to be based on three main language components related to the formal, functional and cultural aspects. By the formal component,

the intention is the teaching and mastering of the English grammar. In order to do so, the structures of the language have been graded, selected and chosen according to different functions of the language and the topics to be studied. Lexis, syntax and morphology are part of this component. Nevertheless, this component should be studied as an integral part of communication. In reference to the functional aspect, it is understood as speech acts; e.g., expressing opinions, asking for information and stating doubts etc. Regarding the cultural aspect, it has stated that knowing the features of the target culture makes it easier to understand the language itself. Some of the features that should be taken into account are: values, attitudes, behavior, patterns, points of view, ways of thinking, appreciation etc. The cultural component should always be present in the other components. Language and culture go together in order to communicate social meanings. This means that language must be presented in meaningful situations according to the appropriate cultural contexts. In other words, English language teaching-learning is conceived from a linguistic and sociolinguistic perspective that enables students to perform and accomplish certain functions. In this teaching-learning process, teachers are perceived as facilitators whose main tasks become very complex. They have to be able to expose the learner to a considerable amount of meaningful language input, provide a variety of opportunities for the students, in order to bring about the necessary models or language input; offer a variety of texts and also remember that students in the same class may read at very different levels of difficulty in English, just as they do in their native language; be aware of the students' reading interest in order to design the appropriate reading comprehension exercises; facilitate the writing process by providing the necessary guidance for the learner to be able to express her/his knowledge of the topic; pay attention to the rhetorical devices, logical, grammatical and lexical- appropriate to different types of texts, spelling, punctuation and other organizational features. At this point, teachers need to take into consideration many different aspects at the same time to develop skills: listening, speaking, reading and writing.

In terms of administrative and technical regulations, teachers also have to take into consideration the certain formal aspects related to the presentation of the lesson plan. Whenever a teacher is ready to introduce an activity focusing on one of the four basic skills described above (listening, speaking, reading and writing), he/she should take into account five steps: a) preparation, b) demonstration, c) time to introduce the skill, d) correction, e) follow-up.

In order to follow these steps, the teacher should provide: "Pre-activities" to help the students think about what they already know and find a reason for listening, speaking, reading or writing; "While-activities" to exploit oral or written speech; these exercise different skills to carry out the tasks assigned and "Post-activities" to link the new information and skills with the students' own experience and other skills.

Along with these aspects, teachers have to take into account students' different learning styles; prepare and apply the required curricular adaptations of the syllabus for those students with special needs; present (for approval) daily, weekly or monthly- according to each institutional policy- lesson plans; prepare meetings with parents to inform about students' performances and records on all disciplines; adapt the syllabus to work with the transversal topics: education in and for values, education in and for human rights, democracy and peace, education for conservation (use, management and environmental protection), education for personal and social health and education for prevention on natural disasters;

prepare students for national reading-comprehension tests– in the case of ninth and tenth graders- among other administrative works.

Therefore, dealing with all these "shoulds" demands teachers' special aptitudes, attitudes and "knowledge". This means, English teachers need to learn how to do their job in different contexts with particular populations and educational institutions. English teachers are immersed in a very complex teaching scenario where different "knowledge" converges in their daily life. They adapt or resist to the advice and regulations stated by Education Boards/Authorities as well as to all those concrete and particular situations that configure their contexts. At this point, it becomes necessary to analyse the historical privileged aspects of English teacher knowledge because they are the ontological and axiological bases of teachers' practices and beliefs about English teaching and learning.

Conclusion

Going back to the model Shulman categories the knowledge base of teaching- the content knowledge, the general pedagogical knowledge, the curriculum knowledge, the pedagogical content knowledge, the knowledge of the learners, the knowledge of educational context including socio-cultural, institutional and situational context, and the knowledge of educational ends, purposes and values– all together help a teacher to overcome all problems that he might face during teaching. In the light of discussion of Freeman and Johnson (1998) teacher education need to deal with the fundamental but complex question– "who teaches what to whom, where?" In this line of thinking the core EFL teacher education in Bangladesh needs to address: (1) the complex processes of how individuals, who are non-native speakers of English, learn to teach EFL (how to deal with learning difficulties at both content and language levels), (2) the issues of socio-cultural context of schools and schooling in Bangladesh (e.g., English classes at private language schools, differences of level of English in the city and rural areas, differences among students in one class etc.), (3) the activity of teaching elementary EFL (e.g., adaptation of teaching materials from English speaking countries for learners at home). Teacher education programme needs to refocus on teacher learners themselves and the activities of teaching instead of simply emphasising on the transmission of knowledge. Much attention needs to be given in theory and practice. Teachers must have the opportunity to relate their academic knowledge to teaching practice and also to provide them with the opportunities to examine and reshape their assumptions about theory and practice and raise awareness of their own experiences of learning to teach.

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Women are Headlines Only if They are Victims

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Abstract

In Bangladesh half of its population is women but they are in very vulnerable situation. In newspapers of Bangladesh women are occupied in that kinds of news which are about violence, torture, etc. It seems that only women are victims of various crimes. They cannot produce any good or positive news. Day after day we see news of murder, rape, torture for dowry, acid attack, suicide, eve-teasing, sexual harassment, injustice, etc. throughout the country. In the contrary very little number of news are seen which say about punishment, justice or the like. In fact, very few news are found which are about women's achievement towards progress. Overall impact on readers goes negatively about women. This study deals with news from Bengali newspapers published since January 1 to March 31, 2011. The way women are portrayed in newspapers in Bangladesh is very pathetic and inhuman. Women become news items only when something evil happens with them.

Key Words: Violence, Murder, Suicide, Eve-teasing.

Introduction

In Bangladesh, half of its population women are suffering from various kinds of violence - some are domestic and some are external. Those who are giving them pain think themselves superior to the victims. May be women are less strong than men physically but not always mentally. But most of the time they are victims of physical violence whether they are responsible for any guilt or not. When a woman shows her courage, sincerity, physical labour and patience to rear herself or her family or children, then it is shown as her duty to family or society. But when the same woman shows the same above mentioned qualities or emotion to protest against her counterpart to achieve her rights to live and rights to honour, she is victimized. Her picture of victimization is then turned into news for the world and she is merely an item of news which is easily forgotten by the readers after few days.

We, the readers, are very used to such kinds of brutal and cruel news. After happening of one incident we go for more sensational news. Whether it will be front page news or back page, it depends on its temper of high frequency brutality! Thus at the end of the year or decade, we sit for counting the percentage of victims, accused of a specific area or time. We find a very nominal percentage of positive or achievement news about women in newspaper. Whenever a woman does a great or the worst deed for the first time, then it becomes the news. In the study period of this article we get March 8, which is International Women's Day. Every National Daily of Bangladesh, both English and Bengali, has covered various aspects of women affairs on that day's special supplements. But that was only for that day. After that everything as it is.

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In this article continuous three months news are analyzed. Three months is a pretty long time to observe a trend. In these three months, only news of murder, rape, acid attack, wounding, suicide, eve-teasing, sexual harassment etc. are found. A detail of violence makes a reader vulnerable to think him or her part of this society. In fact, morals, ethics, religious fear – all these are decaying slowly in our society.

However, various laws are being created and implemented to some extent. We find news of getting punishments– but their number is very few. 'Non-implementing of laws' is a disease in Bangladesh which is very fatal for a victim and her families most of the times. Corruption, political influences, misuse of power etc. act as foundations of violence.

Still we cannot ignore the achievements we have already had in women empowerment and women rights in our country. We have women in the Army, the Air Force etc. Almost in every sector of our society women have contribution. But the number of violence is more than achievements. That is our headache. Women do not need soft corner from the society; rather they need equal sense of honour to live. For government's many facilities for primary and secondary education sectors, now many girls can study; but their road to progress is stumbled for some violence.

If we start to practise gender friendly and discrimination less relationship in our family, our children will learn to give honour to the female family members. If a man tortures his wife, his son also learns to dishonour women. Family is the primary education centre and a society is a collection of families. So if we want to change our society, we have to start from our own family.

Literature Review

From a report of Human Rights Organization 'Adhikar' we get to know that in the last five years (2005 to 2010) in Bangladesh 1,257 women had been murdered, 348 women tortured and 243 women committed suicide for dowry, 526 women victims of acid attack, 1,598 children and 1, 876 women raped. Also in 2010 almost 216 women are sexually harassed. In these circumstances, in January 26, 2011 Supreme Court's justice ordered to incorporate 'eve teasing' as a kind of sexual harassment in the eyes of law.

In the USA, a woman is raped in every 6 minutes and battered in every 15 seconds. In North Africa, 6,000 women are genitally mutilated each day. More than 15,000 women are sold into sexual slavery in China in a year. More than 7,000 women in India are murdered by their families and in-laws in disputes over dowries. Violence against women is rooted in a global culture of discrimination which denies women equal rights with men and which legitimizes the appropriation of women's bodies for individual gratification or political ends.

Objectives

- To find out the present situation of violence against women in Bangladesh through news of newspapers.
- To show when women are matter of news.

Research Methodology

- The author of this article collected 187 news items regarding women from the Bengali National Daily from January 1 to March 31, 2011. These news are analyzed to find out the present situation of violence against women in Bangladesh.
- Various editorials and articles about women affairs written in newspapers by various important personalities are discussed here.
- Various published data from different Human Rights organizations are used here.

Data Analysis
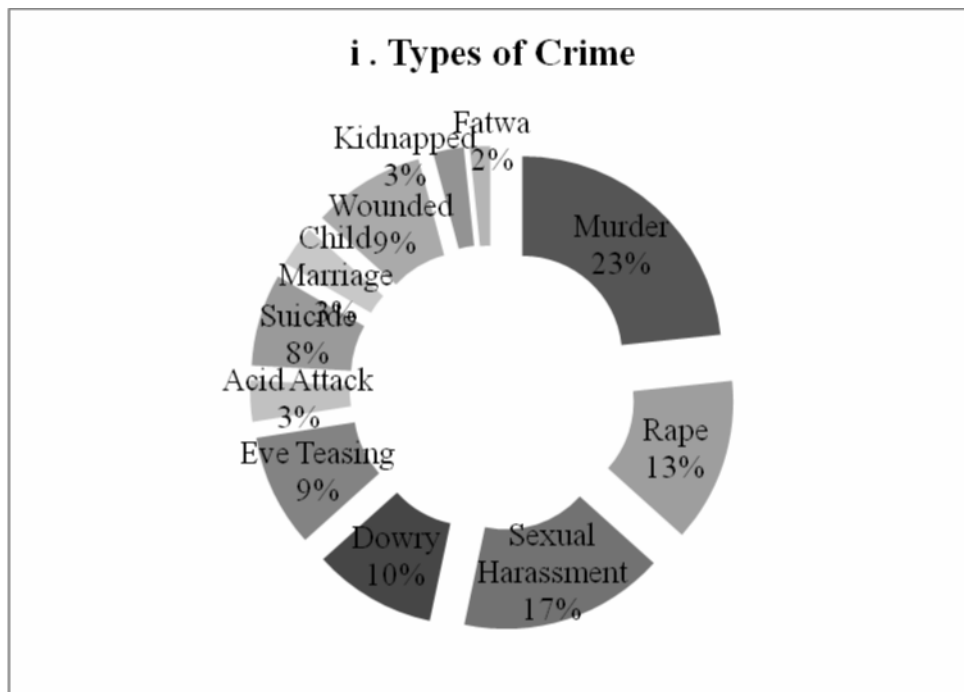
Murder: From the chart i, we see that highest violence against women in the last three months is murder, which is 24%. Women are murdered mainly for dowry, extra marital affairs of husbands or wives etc. Often lovers kill their beloveds if they pressurize them to marry.

Sexual Harassment: Next is sexual harassment- this is very painful experience for a woman or girl. 17% news are about sexual harassment. Mainly school girls are victim of it and as a result number of drop-outs is increasing day by day.

Rape: 14% news are about rape. It is a chronic disease among our youths. If a girl refuses to love or marry, she is often a victim of rape. Criminals take it as a tool to punish girls who refuse any ill proposals of them. Even a child of 3 years old is not safe from a rapist. Statistics say that 50% rape is occurred at homes and day times. Rapists are most of the time unarmed and they come with pre-planning. But throughout Bangladesh only 1 victim of rape out of 10 informs the police about the incidents.

Dowry: Dowry is a curse for Bangladesh. Thousands of women are victim of it. Dowry is strictly prohibited in Islam and no Islamic country has dowry system. In Bangladesh it came from our neighbouring Hindu society. Now it is so infectious for us that it is very hard for us to come out from it. 10% news are about dowry. Many women have committed suicide or got tortured and murdered by their husbands or in-laws for dowry. Only strict execution of anti-dowry laws can protect women from being victimized for dowry.

Eve-teasing and Wounding: News of eve teasing and wounding is almost 9%. Eve teasing is the latest addition of torturing females. Now a days eve teasing is beyond control. Every day we find news of eve teasing and after that suicide of the victim. Women are usually physically wounded by husbands, in-laws, family members, local criminals etc. for dowry, refusing love and marriage proposals. Recently few frightening news are that a lover has wounded his beloved by biting her cheek, another has torn off a girl's ear and nose etc. A local muscleman has broken a girl's two legs by motorcycle. These are very horrifying news. Meanwhile, recently in a survey in India, it has come out that in every 26 minutes a girl is sexually harassed and in every 34 minutes a woman is victim of rape. Eve teasers now use mobile phone and internet to harass a girl.

Suicide: Next most discussed topic is tendency of girls' suicide. It has occupied 8% of news. Every human being loves himself or herself. But currently in Bangladesh many young girls are committing suicide after rape or eve teasing and sexual harassment. After any such incident a girl feels very ashamed and unsecured in her family and locality. Most often they face pressure from the society and the accused side to keep the incident secret or get pressure to withdraw the case etc. After a certain period they cannot tolerate the excessive inhuman pressure and commit suicide. Once students would commit suicide for failure in the exams, but now maximum causes are eve teasing, sexual harassment or so on. Even Justices of Supreme Court expressed grief in a conference to the huge number of suicide cases of young girls.

Acid Attack, Child Marriage and Kidnapping: Acid Attack, Child Marriage and Kidnapping – these three crimes are individually occupying 3% of total news. For the vast publicity, now crime of acid attack is decreasing very slowly. However, usually for refusing any ill proposal, girls are attacked by acid. This is one of the cruelest crimes against women.

Once upon a time due to illiteracy and poverty, parents would get their daughters married in very early age. But now a days because of eve teasing and sexual harassments, a girl cannot feel safe in the roads, number of drop-out in schools and colleges increases, parents do not feel secured to keep young unmarried daughters at home. So they get them married in early age. When it is the age of studies for a girl, she is turned into wife and then mother in the society. As a result, the number of child and mother death rates is also increasing gradually.

Kidnapping is another fear for a guardian because children or young daughters are often kidnapped. Generally, kidnappers are from victims' acquaintances and they kidnap for rape or any family or political problems.

ii . Age group of victims:

Age 3 to 9
2%

Age 10 to 17
26%

Age 18 &
above
72%

In chart ii, we find the victims' age group. 2% victims are from age 3 to 9. Here victim means they are tortured, raped, sexually harassed or wounded. 26% victims are from age 10 to 17. They are mostly school students and victim of eve teasing, sexual harassment, rape etc. This age group suffers more. They cannot accept whatever happened with them, many of them commit suicides. Even sometimes the whole family of a victim is victimized by the accused or musclemen. Many girls stop going to schools or colleges and fail to appear at SSC or HSC examinations.

72% victims belong to the age of 18 and above. Most of them are housewives and are victims of dowry, husband's second marriage or extra marital affair and rape. Acid attack for dowry is also common way of torture for this group. They are burnt, hanged to murder, kidnapped or sexually harassed.
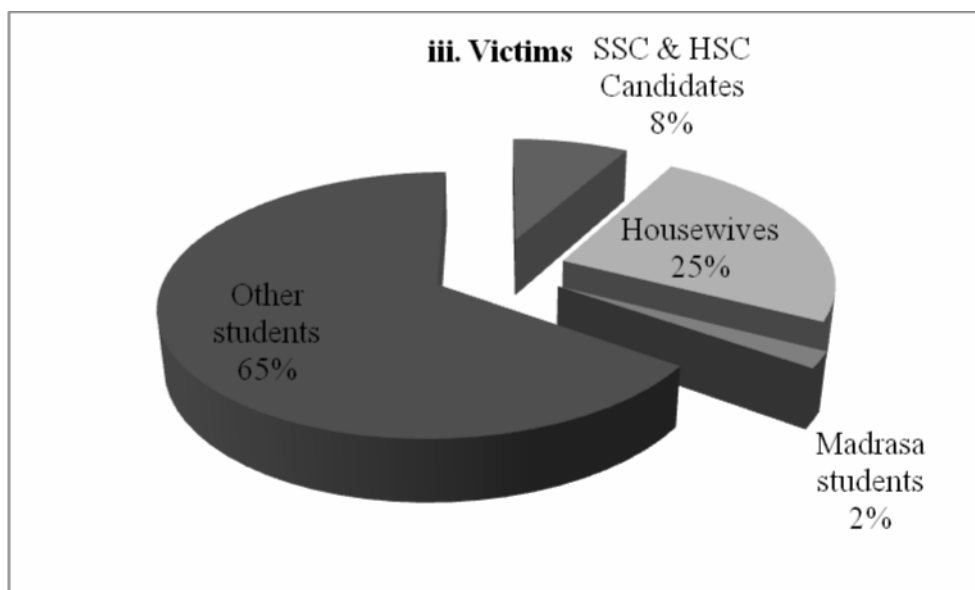
In chart iii, we find that mostly students are victims of some violence. Almost 65% victims are students. They are mainly students from class two to ten. They are victims of sexual harassment, rape or eve teasing etc. Number of suicide cases is increased among students due to different violence. 8% victims are SSC and HSC candidates. Either they fail to appear at the exams or are disturbed in the middle of the exams and very often are unable to reappear at the exams. They are victims of eve teasing or sexual harassment. Often they commit suicide for not tolerating this kind of torture. As a result, they are forced to marry to save themselves from further problems and their dreams of being a successful person end in the kitchen of in-laws. Early motherhood creates health problems for them and dowry and other violence are waiting for them in future. It shows a small amount of eve teasing turns into a full stop in a girl's life.

We have 2% victims who are madrasa students and 25% are housewives. Housewives are mainly victims of dowry and extra marital affair. Many housewives are murdered by their husbands or in-laws and few of them are abused by other family members. Rape, suicide, acid attacks are also familiar in case of housewives.

iv. Accused

Teachers 4%
Husbands 22%
Others 25%
Lovers 7%
Criminals 42%
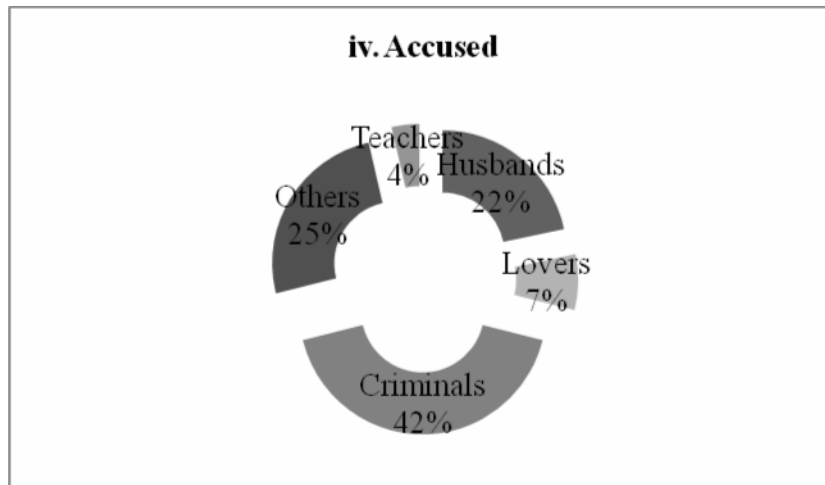
From chart iv, we see that 42% accused are criminals, local *mastans* [terrorists] and musclemen. They are the most disturbing for women. Others 25% are from various sectors-sometimes they are classmates, villagers, relatives etc. Actually, many women are victimized by their close relatives and near and dear ones. In case of rape, we see that sometimes close relatives rape women. House master, his sons, boyfriends, relatives etc. are raping women. 22% accused are husbands. Generally these husbands torture their wives mentally and physically for dowry. They often kill their wives; throw acid if wives protest for second marriage or extra marital affairs etc. In-laws are also associated with husbands. 7% accused persons are lovers of girls or women. Either these lovers throw acid or wound physically. They also murder their beloveds if they give pressure for marriage. 4% accused are teachers of girls or children. These persons either try to rape or rape their female students or sexually harass them.

v . Area of violences:

In Dhaka 12%
Outside Dhaka 88%
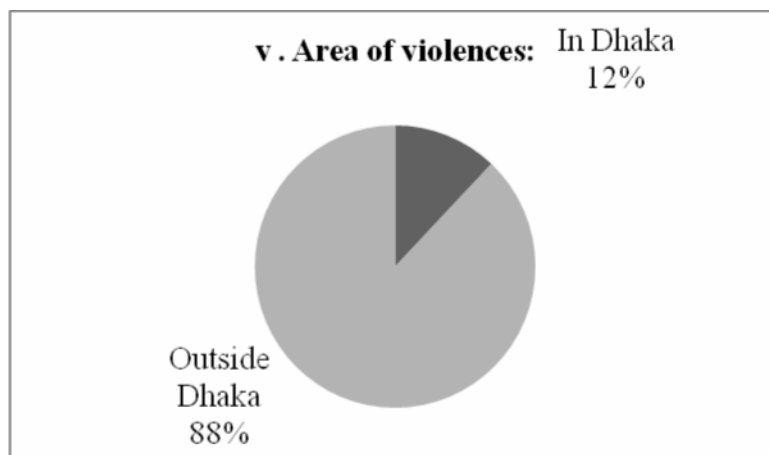
In chart v, we find that 12% violence is occurred in Dhaka City and rest of 88% happen in outside of Dhaka. Vast numbers of rape case in Bangladesh make our psychiatrists puzzled. They think unconsciousness of village women and children make them victims of rape. Poverty, unemployment problems, political avenges and lack of entertainments also play a vital role in rape.
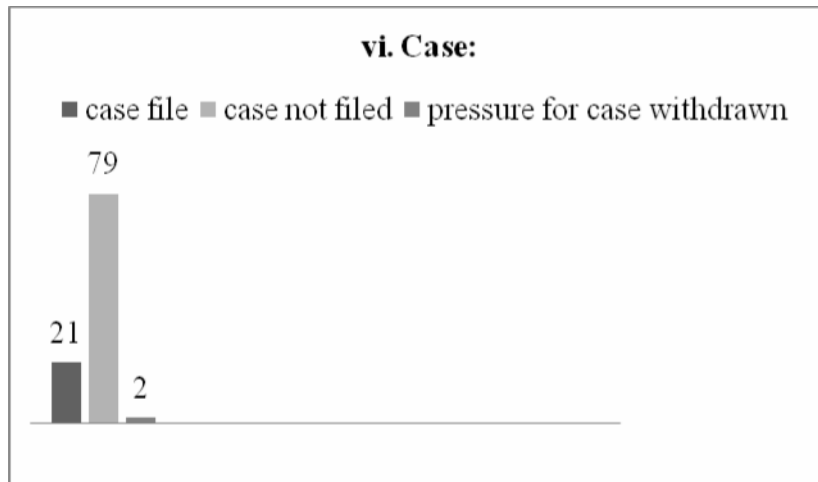
Chart vi shows that only 21% cases are filed, whereas 79% cases are not filed. 2% gets pressure to withdraw the cases. Generally politically strong persons or village musclemen are accused of rape, harassment etc. They try to involve their power of money, politics or links to keep themselves out of the accusation. Often parents do not want to file case thinking of social honour and the future of girls.

Chart vii shows only 14% news are found where the accused are arrested. While 18% are not arrested and again 14% accused are jailed in different terms. Different sentences' duration are – 1 month, 3 months, 4 months, 6 months and 9 months. While some are also sentenced to 1 year or 2 years or 14 years. It depends on the degree of their crimes. Usually maximum cases are not filed due to avoid future hazards. Many of those who file cases are futile for opponent party's power.

viii. Punishments:

■ Death Sentence ■ Bail ■ Fine
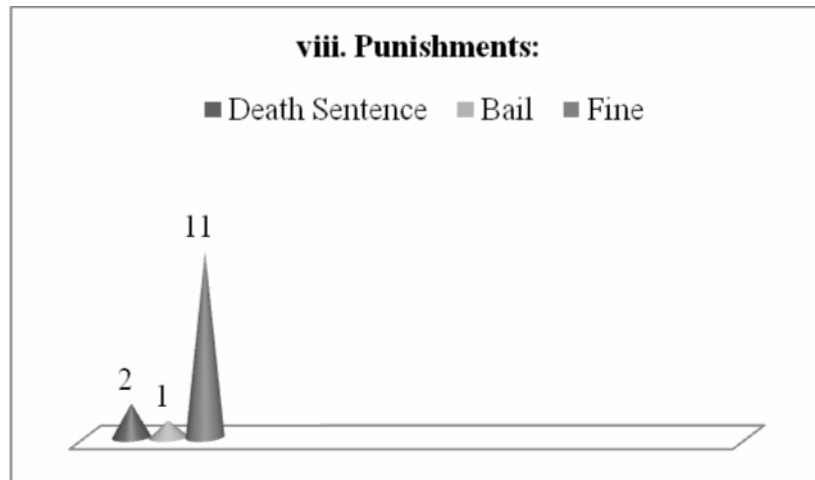
In the chart viii we can see that only 2 accused got death sentence, 1 got bail and 11 persons are fined for their crime among the 187 incidents. Amount of fine depends on depth of crime. Fine starts with Tk 5000 to even Tk 60,000. As we see in the previous chart that many accused are not arrested, that is why number of punishment is less than crimes. Also we find 9 human chains are organized throughout the country during this period to protest many crimes, such as murder, rape etc.

Women in Bangladesh are not a homogenous group; they belong to the rich, middle and poor classes and are from different cultural and ethnic minority groups. They are also differentiated by rural and urban settings. Various indicators reveal that the status of women is much lower than that of men. Though our constitution guarantees of gender equality and legislative and other affirmative interventions, the status of Bangladeshi women is on the whole wretched. Women are subjected to discrimination and violence within the household, at the workplace and in the society. Their inferior status can be traced to the patriarchal values entrenched in the society which keep women subjugated, assign them a subordinate and dependent role, and prevent them from accessing power and resources.

Conclusion

From the data analysis of consecutive 3 months news about women, one thing is very clear that in Bangladesh women are in very vulnerable situation. These are the description of only those incidents which came in front of media. But apart from these news, there are lots of women who are tortured in various ways every day. Many women keep silent after rape or torture. Usually women do not want to bring forward their domestic and personal problems in the world. But when the problem is out of control it bursts out. Even a woman does not want to complain to her parents against her husband. Bangladesh is a poor country where the majority of population is under poverty and in this situation women are in most wretched conditions. Female education has been expanding for last few years, but still millions of women are deprived of education and self awareness. Most of them are unaware of rights and laws. That is why, they are victim of dowry, acid attack etc. A woman or a girl needs family supports after they are victims. Our law should be stronger and it is mandatory to monitor its execution.

We do not want laws only in papers; we want its reflection in our life. But what is the fault of a three years old child who is raped? Before knowing this earth properly she has to face the rapist hand. This study's aim is to show that women's news are published in newspapers when a woman is in vulnerable situation. Or else we find women's nice photos and news in entertainment pages of newspaper; but they are the painted faces of actresses of films, television etc. But these happy pictures are not the real one; rather they are only members of our dream world. They are exposing their physical beauties, sensational photos, news etc. It means in both sad and happy news, women are only dolls. In one case they are the victims of males and in another they are entertainment of males. So their position is the same. Both are headlines only when they are exposed either in good way or bad way. When a woman achieves something extra ordinary, then she is the news; e.g., first woman justice, UP Chairman etc. In a newspaper, generally the economy page or the editorial page is less occupied by women and women issues. To make a sports page attractive female tennis players' photos are given in large size. We want women of positive existence; not as show pieces which enhance society's false pride, family's beauty or newspaper's sale.

Limitations

This study is based on only three months published news in newspapers to show the trend of women's news. So, there may have some shortcomings to draw conclusion or find out problems for the limited study period. This study may need further research expanding study period.

Recommendations

- Law and order should be more women friendly.
- Law and punishment should be executed properly and neutrally.
- Government should take more initiative to publicize law against any violence against women.
- School and college teachers should be more pro-active to motivate students against eve teasing and sexual harassment. They should also teach male students to honour their classmates.
- Imams of mosques can preach positively about violence against women in their *khutbas* [sermons].
- Print media and electronic media can work more actively regarding publicity of punishments for a violator.
- A victim's family needs to take care of her more delicately.
- All the society's members, neighbours, villagers should be united to protest any violence against women.
- News should be more positive about women.
- Stronger laws are needed to stop injustice, acid throwing, rape etc.
- It is needed to repair the loop holes of our existing laws.

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East in the Imagination of William Wordsworth and S.T. Coleridge: A Comparative Study

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Md. Abu Nayeem**

Abstract

Exoticism was a key element in Romantic literature. All the Romantic poets responded to the exotic appeal that East had on them. But the responses were varied and motivated by different reasons- from aesthetic to commercial. In the article, we have made a detailed comparative study between William Wordsworth and S.T. Coleridge, where we have shown how these two canonical poets brought the Orient into their poetry and what the similarities and differences were in their approaches. This article will also explore the profound influence that the Orient had on the psyche and literary creations of each of them. In a post-colonial era when so much is being said about the colonial dominance of the West over the East, this article, like an opposite current, will glorify the East's contribution to the literature of the West. Besides, it will also portray these two venerated poets in a new light and bring them closer to our heart.

The very term "Romantic Movement" suggests a breaking away from certain literary traditions that constituted the basic characteristics of neoclassical literature. Although some writers might differ and consider Romantic tradition as a mere continuation of enlightenment ideals as Aidan Day in the chapter named "Enlightenment or Romantic" in *Romanticism* has argued, the very difference between "The Rape of the Lock" and "Tintern Abbey" exemplifies this fact. In their attempt to cross the boundaries of neoclassical restrictions, Romantics sometimes went beyond Western culture, tradition and literature in their writings. Travel literature of the contemporary time fed their imagination and exoticism became a common feature of their poetry. On this same issue Maryanne Stevens comments:

> One of the preoccupations which profoundly affected the Western understanding of the Near East was the belief that this region could satisfy the West's urge for exotic experience. Exoticism meant the artistic exploration of territories and ages in which the free flights of the imagination were possible because they lay outside the restrictive operation of classical rules. (Stevens, 182)

Literature of the West started to become enriched with both the elements and characteristics of Eastern literature. Romantic writers not only included the eastern elements; they also, in some cases, adopted the style and pattern of the writers of Persia, Arab or India and made them their own. But their attitude towards the culture, religion and literature of the East was not always the same. In fact the differences were so great that to cover them in one article is almost impossible. This article offers a comparative study between William Wordsworth and S.T. Coleridge on how they received the Orient and how they incorporated oriental elements in their poetry.

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We think the study of these two Romantics remains incomplete if one ignores the Eastern aspect of their literature. A thorough research on this issue may also help to explore the role they assumed in the backdrop of one of the greatest political events of all time; namely, "Colonialism".

Before delving deep into the main discussion, it is worthwhile to draw a general comparison between the two poets. The poetic philosophy of William Wordsworth can be summarized as a complex product where there is a desire for truth, a love of nature and simplicity, and reaction against false nobleness, comingled with a social faith in the dignity of the humblest lives. Coleridge, on the other hand, took a completely different route as Legouis and Cazamian believe- the very centre of Coleridge's art lies in his faculty of evoking the mystery of things, and making it actual, widespread and obsessing (Legouis, Cazamian and Vergnas, 1012). So, when these two canonical writers indulged in the preparation of *Lyrical Ballads*, they had their strategies decided in accordance with the sharing of their common task. Wordsworth went for familiar reality as the object of his study, exalting it through the strength of a reflective sensibility; Coleridge chose the supernatural as his theme and sets out to invest it with the semblance of truth as with the power to appeal to our feelings. By these inverse methods, the two writers tend towards the end, the intimate fusion of the real with the ideal. The two poets have complemented each other as "Coleridge's soaring fancies were anchored by Wordsworth's deep-rooted alliance with nature and common experience." (Hough, 40)

In Wordsworth's poetry, the appearance of oriental elements is not always very explicit. They are not in plenty either. But the presence of the East is at least as much that can arouse the curiosity of a researcher. One such occasion occurs when in Book V of *Prelude,* Wordsworth talks about an Arab Bedouin. Naji B. Oueijan portrays the situation beautifully in his article "Orientalism: The Romantics' Added Dimension; or, Edward Said Refuted":

> In Book V of *The Prelude*, the Orient inspires William Wordsworth with a sense of wonder and strangeness, when by the seashore reading a book, he passes into a dream, in which he finds himself in a waterless sea, a desert, and beholds an Arab Bedouin who bears a stone and a shell in his hands. The stone is 'Euclid's Element,' and the poet perceives it to be a book of 'geometric truth'; the shell is a book of poetry which prophesies the destruction of the world by a deluge. (Oueijan)

Coleridge, on the other hand, was drawn to the East by its richness of imageries. Essence of the Orient is present in three of his greatest poems: "The Rime of The Ancient Mariner", "Kubla Khan" and "Dejection: An Ode". The exoticism of the East suited more to Coleridge's fancy than to Wordsworth's imagination. Both of them were interested in travel literature much in vogue at this period of the history. Charles Norton confirms this in *Wordsworth and the Literature of Travel* where Wordsworth's fascination for travel literature has been discussed. Coleridge, too, was an avid reader of travel literature. And two of his greatest creations, "Kubla Khan" and "The Rime of the Ancient Mariner", reflect this fact. Nigel Leask, in his essay "Easts" talks about the origin of "Kubla Khan":

> Lord Macartney's embassy to the Chinese emperor Chien Lung in 1793-4 in a bid to win concessions from China was spectacular failure, but travel books by Sir George Staunton and John Barrow (both members of the British delegation) created a new vogue for the largely unknown Chinese empire, stimulating amongst other works Coleridge's poetic evocation of the Tartar despot Kubla Khan, 'ancestor' of the current Manchu emperor. (Leask, 137-48).

I think, the entire event also reveals the contrast between a British ruler and a Romantic. On the part of Lord Macartney, it was all about looking for an upper hand in trade, but for a Romantic writer it proved to be an occasion of glorifying a king who was from Asia. It is an example of Romantics' attitude toward the East; an issue I will elaborate at the later part of this article.

The creation of "Kubla Khan" is not an isolated example of the influence of travel books on the Romantics. In fact it was the proliferation of travel books, especially, during the period between 1775 and 1825 that stimulated the fascination for the East and exoticism in Romantics. They had a great influence on the contemporary thoughts and literature. There was a large body of poetry and prose which had the East as a theme or background. Naji B. Oueijan believes in the same way and adds that a far-reaching effect of these travel books is- "Their insistence on a voyage or a pilgrimage away from conventional civilization manifested itself in two forms: a physical (Byron's *Childe Harold's Pilgrimage*) and/or a mental (Coleridge's *The Rime of the Ancient Mariner*) quest toward the exotic and mysterious." (Oueijan)

For Romantics, it proved to be an essential and unique poetic device. The disillusionment caused by the betrayal of French revolution developed, in Romantics, a tendency to turn their backs from the reality and escape to a world of imagination. Besides, their strong emphasis was on individualism and the subjective broodings that they were so fond of encouraging their escapism. It was quite a common pattern of many Romantic poets to create poetic personae, visit a new world of imagination and finally, return to reality. "The Rime of the Ancient Mariner", "Ode to a Nightingale", *Childe Harold* or even "Tintern Abbey" are following the same pattern. This phenomenon of creating an 'experiential other' had a link with the Orient. In their quest for something unfamiliar or exotic, they required a journey which most often brought them to the Orient. It proved very useful too as after a prolonged emphasis on intellectual and enlightening thoughts and exposure of follies and corrupted social practices of neo-classical literature, the added flavour and colour of the exotic East was a welcome change for the readers.

Another factor that influenced both the poets was the publication of *Arabian Nights Entertainments*. In fact, its influence was so profound that it brought about a movement in both British and German Literature. And Wordsworth and Coleridge were no exceptions. In Book V of *Prelude* Wordsworth appreciates *Arabian Nights* by calling it "a precious treasure- a slender abstract of Arabian Tale". Later, his appreciation intensifies not only for *Arabian Nights*, but for Arabian Literature as a whole as he realizes that "it is but a block hewn from a mighty quarry" (Wordsworth, 526-527). Wordsworth did not have the money to buy all the four volumes of *Arabian Nights*. But to his utter surprise, he found them in his father's house. It was for him a marvelous discovery. In his own words:

… How often in the Course

Of these glad respites, though a soft west wind
Ruffled the water to the angler's wish,
For a whole day together, have I lain
Down by thy side, O Derwent, murmuring stream
On the hot stones, and in the glaring sun,
And there have read, devouring as I read,
Defrauding the day's glory, desperate!

<div align="right">(Hasnat 40)</div>

Wordsworth also expresses his gratitude for the "tales that charm away the wakeful night/ In Araby". (Hasnat 41)

To Coleridge, the first introduction of *Arabian Nights* was no less pleasant. In Essay IV in *The Friend* edited by Barbara E Rooke, Coleridge talks about his first acquaintance with *Arabian Nights Entertainments* and his first impression:

> As I had read one volume of these tales over and over again before my fifth birthday, it may be readily conjectured of what sort these fancies and feelings must have been. The book, I will remember, used to lie in a corner of the parlour window at my dear father's vicarage house; and I can never forget with what a strange mixture of obscure, dread and intense desire I used to look at the volume and watch it till the morning sunshine had reached and nearly covered it, when and not before, I felt the courage given me to siege the precious treasure and hurry off with it to some sunny corner in our play ground. (Rooke, 124)

The influence of *Arabian Nights* on a mature Wordsworth was not as great as it was on Coleridge. There are only a few isolated examples where the "Prophet of Nature" brought references from *Arabian Nights* lying deep in the subconscious region of his mind. There is a rare occasion when in "Book VII" of *The Prelude*, the young Wordsworth talks about London,

airy palaces and garden built

By genii of romance. (Hasnat, 42)

Here the term 'genii', taken most probably from the tale "Aladin and the Wonderful Lamp", reflects the deep impression that *Arabian Nights* had left in Wordworth's mind.

On the other hand, Coleridge's fascination for *Arabian Nights* remained unabated even at a matured age. A. B. Abul Hasnat believes, it is probably because of a temperamental difference between the two poets, Coleridge seemed to be touched more by the magic and the marvels of the *Arabian Nights* as they suited the dreamy nature of the poet. [8] The poet of the "Ancient Mariner", "Christabel" and "Kubla Khan" must have felt deep interest in the enchanting world of the *Arabian Nights* with the magic mountain and "sunless sea". Coleridge himself talks about his deep rooted fear after reading a tale of *Arabian Nights Entertainment*: "I was haunted by specters whenever I was in the dark and I distinctly remember the anxiety and fearful eagerness with which I used to watch the window in which the books lay…" (Coleridge, 347)

It is, then, not a distant possibility that the supernatural features in "Ancient Mariner" and "Christabel" were actually inspired by this pleasant but at the same time fearful experience of his childhood. Besides, the style of his writing, too, was influenced by his reading of *Arabian Nights*. There had not been enough evidences of telling stories to an audience or individual in poetry before the publication of *Lyrical Ballads*. But suddenly, out of nowhere, Coleridge wrote "The Rime of the Ancient Mariner" where a mariner is telling his horrific tale to a marriage guest reminiscent of the main frame story of *Arabian Nights* where Scheherazade tells stories for one thousand and one nights to Shahryar, her husband and King of Persia. Besides, there are striking similarities in terms of form, style and content with two stories of *Arabian Nights*: the story of Sindbad's voyages and "Merchant and the Genii". In the story of "Sinbad", a sailor is in the role of a story-teller; telling his stories to a landsman. Sindbad completed seven voyages while "The Rime of the Ancient Mariner" is

also divided into seven parts. Moreover, both the poems demonstrate man's encounter with nature in all its horror and hostility. The story of "Merchant and the Genii", on the other hand, is thematically similar to "The Rime of the Ancient Mariner" as both the stories follow the same pattern- an offence being committed first, a long penance on the part of the protagonist and the release of the offender. Coleridge himself confirms his reading of the story. In his Table Talk under 31 May, 1830, Coleridge reported,

> It (The Rime of the Ancient Mariner) ought to have no more moral than the *Arabian Nights* tale of the Merchant's sitting down to eat dates by the side of a well, and throwing the shells aside; and lo! a genii starts up, and says he must kill the aforesaid merchant because one of the date shells had, it seems, put out the eye of the genii's son. (Coleridge, 43)

Coleridge's curiosity and respect for Eastern literature and culture are reflected in his attitude towards Islam too. But the same cannot be said about Wordsworth. Coleridge's interest in the history of Islam and the spirit of the character of Muhammad (Sm.) arouse from his reading of German scholars Herder and Eichhorn. Shaffer has another reason for the same belief: "Coleridge's interest in the history of Islam and the spirit of the character of Muhammad (Sm.) issued out of his belief in one original and universal monotheistic faith" (Shaffer, 37). Besides, Shaffer tries to lend a new meaning to Coleridge's concept of "Orientalism": Coleridge's "Orientalism", then, is neither affection nor antiquarian's fancy nor an escape into exotic. It embraces his general concern for the primitive spring of faith in one God for all mankind. [11]

It is because of this monotheistic faith that Coleridge indulged in the writing of his epic "Muhammad" where he demonstrated a positive attitude towards the great Prophet of Islam:

Utter the song, O my soul! the flight and return of Muhammed,

Prophet and priest, who scatter'd abroad both

　　　　　　evil and blessing,

Huge wasteful empires founded and hallow'd slow

　　　　　　persecution,

Soul-withering, but crush'd the blasphemous

　　　　　　rites of the Pagan

And idolatrous Christians. – For veiling the Gospel

　　　　　　of Jesus,

They, the best corrupting, had made it worse

　　　　　　than the vilest.

　　　　　　　　　　(Coleridge, 329)

However, when Wordsworth turns to Islam in "Crusades", one of his "Ecclesiastical Sonnets", his approach is not only uncatholic, but almost with a touch of fanaticism:

……… they sweep along (was never

So huge a host!) to tear from the Unbeliever

The precious Tomb, their haven of salvation. (Wordsworth, 527)

But that is only a part of Wordsworth, perhaps, frustrated and disillusioned at the failure of French Revolution and definitely not that Wordsworth who wrote twenty four years back:

And I have felt

A presence that disturbs me with the joy

Of elevated thoughts …

a motion and a spirit, that impels

All thinking things, all objects of all thought

And rolls through all things….

(Wordsworth, 526)

And the fact is further established when one goes through Wordsworth's "The Armenian Lady's Love" (1830). It is the story of a captive Crusader and an Armenian princess. They escape together and come back to Europe. The lady loves the Crusader, but it is an unrequited love: the Crusader is married, and his wife is waiting for him. They behave with each other fully maintaining the code of moral conduct on their journey, for the Crusaders set, as the legends go, high values to strict moral conduct. The wife of the Crusader is of an equally noble nature. She welcomes the beautiful virgin in the spirit of a sister. They live and die in a spirit harmony. There may still be a tomb in a Saxon church, "Where a cross-legged Knight lies sculptured/ As between two wedded wives" (Hasnat 33). The source of the story is indicated by the poet himself:

> The subject of the following poem is from the Orlandus of the author's friend, Kenelm Henry Digby: and the liberty is taken of inscribing it to him as an acknowledgement, however unworthy, of pleasure and instruction derived from his numerous and valuable writings, illustrative of the piety and chivalry of the olden time. (Hasnat 33)

Thus, the views of these two Romantics are found sometimes to overlap and sometimes to contradict. However, this does not really mark the end of their interest in Islam. Their indomitable curiosity regarding spiritual matters drew their attention to Persian literature and in particular, Persian Sufism too. Both the poets not only loved but also internalized the broad humanism upheld by Persian Sufi poets. For example, the moral of "The Rime of the Ancient Mariner"-

He prayeth best, who loveth best

All things both great and small;

For the dear God who loveth us,

He made and loveth all. (614-617)

finds an echo in Sadi's passage in Bustan as Hafiz Md. Tahir Ali writes: The Sufi-path is simply to serve the human beings. (Ali, 42)

A study about the interest of Wordsworth and Coleridge in Persian literature reveals some interesting facts. To begin with, it can be claimed that Persian Sufism contributed greatly to the formation of Wordsworth's mysticism. There are two arguments in support of this claim. Firstly, it is true that Western mystics have their own development of mysticism through Platonic and neo-Platonic thinking. So, it was natural for Wordsworth to derive his mystical views from all these sources. However, Henry Vaughan in his *Hours with the Mystics* (1879) expresses an interesting observation:

> Western mysticism has produced prophecies and interpretations of prophecies, sermons, treaties of divinity... but it has never elaborated great poems. (Vaughan, 5)

And-

> Oriental mysticism has become famous by its poets, and into poetry it has thrown all its force and fire. (Vaughan 5)

Secondly, the German transcendental movement which shaped to a great extent the mystical elements in English Romantic poetry itself seemed to have received some sparks of ideas from Eastern Sufistic poetry and philosophy. What strengthens this view is Hegel's interest in Persian literature. After analyzing four ghazals of Rumi translated into German, Hegel opines:

> If... in the excellent Jelaled-Din Rumi… we find the unity of the soul with the One set forth, and that unity described as love, this spiritual unity is an exaltation above the finite and vulgar, a transfiguration of the natural and spiritual, in which the externalism and transitoriness of immediate nature, and of empirical secular spirit, is discarded and absorbed. (Hegel 190)

The great Persian scholar R. A. Nicholson has demonstrated a close affinity between Persian poets Rumi and Sa'di on the one hand and Wordsworth on the other hand. Wordsworth seems to be impressed both by the moral undertone and literary beauty of their poetry. Firstly, there is a comparison between some lines of Sa'di and a passage of Wordsworth's "Ode to Duty". Sa'di's "Let us implore god to help us in discipline; he that lacks discipline is deprived of the grace of the Lord. Through discipline the heaven has been filled with light, and through discipline the angels become immaculate and holy" (Hasnat, 60) is strangely similar to Wordsworth's-

Stern law-giver!...

Thou dost preserve the stars from wrong;

And the most ancient heavens through

Thee, are fresh and strong. (Hasnat, 61)

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Again, the lines of Wordsworth as he writes:

> Our souls have a sight of that immortal sea
>
> Which brought us hither
>
> Can in a moment travel thither. (Hasnat, 56)

resemble the following passage of Rumi:

> That which is of the sea is going to the sea;
>
> It is going to the same place whence it came. (Hasnat, 56)

Finally, Abul Hasnat offers a masterly analysis of how some mystical beliefs in "Tintern Abbey" match with some core beliefs of Sufi doctrine. When Wordsworth refers to a "serene and blessed mood"

> In which the affections gently lead us on
>
> Until, the breath of this corporeal frame
>
> And even the motion of our human blood
>
> Almost suspended, we are laid asleep
>
> In body and become a living soul:
>
> While with an eye made quiet by the power
>
> Of harmony, and the deep power of joy,
>
> We see into the life of things. (42-49)

he gives the most elevated impression of the "hal" to which the Sufis repeatedly refer as the manifestation of a spiritual fellowship with the unseen. Furthermore, he may be said to utter the noble words of the Sufis who would exult over these lines as the highest expression of their Sufistic concepts of "fana fillah" (annihilation of the self into God; i.e., "corporeal frame" and "the motion of our human blood/ Almost suspended, we are laid asleep/ in body") and "baqa billlah" (regeneration into the spirit of God; i.e., "become a living soul"), while the power to "see into the life of things" is the highest sense of "ma'refat"; i.e., the hidden esoteric knowledge of the "secret of secrets" ("sir al asrar"). Again what is "corporeal frame" for Wordsworth is the "hijab" or "veil" for Sa'di:

> Attachment is veil and in vain,
>
> You will enjoy the union when break the chain. (Hasnat 62)

Lastly, Wordsworth's expression "we are laid asleep in body and become a living soul" (….) in "Tintern Abbey" reminds us of Junayd, one of the original and penetrating intellects in the history of Sufism. In defining *Tasawwuf* (Sufism), Junayd says, "that God should make thee die to thyself and make thee live in Him" (Hasnat 62).

Coleridge shows a different attitude to Persian mystic views. His voice is full of not only doubts but also disapproval when he writes in his *Table Talk*:

I must acknowledge I never could seem much merit in the Persian poetry, which I have read in translation. There is not a ray of Imagination in it, and but a glimmering of Fancy. It is in fact, so far as I know, deficient in truth. Poetry is certainly something more than good sense, but it must be good sense at all events, just as a palace is more than a house, but it must be a house, at least. (Coleridge, 404)

It shows that he developed a disliking for Persian poetry but it also shows that he at least read them and he was not a complete stranger to Sufism. It is then not completely unexpected that there are some Persian images found in some of his poems. For example, the celebrated image of the nightingale and the rose was utilized by Coleridge in the earliest version of "Dejection: an Ode":

That seldom! but sad Thoughts that always bring,

And like the Poet's Philomel, I sing

My Love-song, with my breast against a Torn. (Hasnat, 100)

It can be elaborated that there is a Persian legend that the nightingale in passionate love for his beloved Rose, pressed his breast against her thorn, bleeds to death and remains immortal for love. Coleridge seems to recall this image in his deep personal anguish. If one doubts that the connection is simply accidental then one should consider what Coleridge believes to be the highest form of prayer in "The Rime of the Ancient Mariner":

He prayeth well, who loveth well

Both man and bird and beast.

He prayeth best, who loveth best

All things both great and small

For the dear God who loveth us,

He made and loveth all. (ll. 612-617)

and how it simply reflects Shaikh Sa'di's belief in the *Bustan*:

Tariqat bajuz khidmat-i-khalq nist

Ba tasbih wa sajjada wa dalk nist (Hasnat, 103)

The idea that the service of man, and not only man but also of the whole creation ("khidmat-i-khalq"), is the service of God, was favourite with the great Persian poets like Attar, Rumi, Sa'di etc.

Finally, it is to be seen how these two poets positioned themselves in the era of European imperialism. To begin with, it must be said that Romantics, in general, were not strong advocates of the colonial projects imposed by European nations in many parts of the

world. Their interest for the colonies grew as a result of their reading of travel literature. Naji B. Oueijan's adds, "Romantics were interested in Eastern matters for personal literary reasons and not for religious and/or political propaganda". (Oueijan) But, to think that they were simply indifferent to the issue will also be wrong. In fact, it was a time when Britain ruled two hundred million people which was over a quarter of the world's population. So, in the late eighteenth century, it was difficult even for the Romantics not to get involved in the imperial system. Many of the Romantic writers were directly or indirectly related to the professions to West Indian slavery, a byproduct of colonialism. Deirdre Coleman writes about Wordsworth's involvement- "Even William and Dorothy Wordsworth benefited indirectly from slavery's proceeds, enjoying a rent-free existence in the mid 1790s at Racedown, a house owned by the wealthy John Pinney, Bristol merchant and a sugar plantation owner." (Coleman, 237-56)

Apart from this kind of indirect and vague associations, Wordsworth seems to be almost indifferent to this very issue even if we plough through the vast range of poetry he created. There is only a rare occasion when in his sonnets of 1802 he criticized Napoleon's re-imposition of slavery in France's colonialism.

On the other hand, Coleridge definitely justified Coleman's comment: For the self-interest, Britain's expanding colonial horizons might mean increased wealth and empowerment, but for the scrupulous and for those with powerful imaginations, the newly extended chains of moral responsibility generated by commerce and colonialism sometimes brought about an intolerable burden of guilt.[5] Though Wordsworth's imagination does not seem to be disturbed by this "burden of guilt", Coleridge responded to it by his poetry and lectures. When British public including Coleridge was exposed to the cruelty involved in the slave-trade, it started to haunt them which finds an expression in "The Rime of the Ancient Mariner":

I looked upon the rotting sea,

And drew my eyes away;

I looked upon the rotting deck,

And there the dead men lay. (240-243)

To Coleman's eyes, these few lines are the result of a haunting image in the poet's mind of the diseased bodies that rot the planks of slave ships. Coleridge is even aware of the consequence:

And I had done a hellish thing,

And it would work them woe. (91-92)

Coleridge's disgust for slavery is more explicit in his following lecture:

A part of that food among most of you is sweetened with Brother's Blood…. Surely if the inspired Philanthropist of Galilee were to revisit Earth, be among the Feasters at Cana, he would not now change water into wine, but convert the produce into the thing producing... Then with our fleshly eye should we behold what even now Imagination ought to paint to us;

instead of conserves, tears and blood, and for music, groanings and loud peals of lash! (Coleridge, 248)

This lecture draws before us a very different Coleridge- a Romantic who raises his voice for the repressed colonized people. Wordsworth, on the contrary, confined his imagination within the natural objects of Lake District listening sometimes, to "the sad music of humanity". On the whole, it can be concluded that Orient for Wordsworth, was an attraction, a fascination, a source of nourishment of his soul-elements from where he could enrich his poetry and satisfy his thirst for something exotic. But for Coleridge, it was a lot more than that. He did not only portray it in its true colour; but also he empathized with it, placed it in his heart and advocated for its causes.

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Nexus of Human Rights and Development: Concepts & Challenges

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Abstract

The integration of human rights into the practice of development cooperation has been increasingly debated during the last decade and there are still a number of different interpretations of how human rights and development relate, and what is meant by rights-based approaches. This article addresses the idea of the concept of right to development, correctly understood as "the right to a process of development"- in which all human rights and fundamental freedoms can be fully realized. Attention has been given to identifying the extent to which the concept of the right to development and a human rights–based approach to development differ. Expressed simply, the right to development is broader than the human rights–based approach, because it involves a critical examination of the overall development process, including financial allocation, and priorities in international development cooperation. Though they differ from each other in practice, if they could be made run concurrently the poor country would be much more benefited for having adequate aid and the human development would reach to the apex.

Introduction

Human rights and development are at a crossroad. On the one hand, the congruence between human rights and development theory has never been more striking. Right in the philosophical meaning is that which is different from wrong; and in the legal sense if there is a right there must be duty imposed on a person or group of persons, state or group of states. Though there is no universally accepted definition of 'human rights', it can be said that 'human rights' are universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity. Human rights law obliges Governments (principally) and other duty-bearers to do certain things and prevents them from doing others. Basic features of human rights are universal, equal, indivisible and interdependent, legally protected, internationally guaranteed, inalienable and inseparable.

Now we need to know what 'development' is. To me, 'development' does not mean an improvement over a thing or factor; rather it means satisfaction of anything. Many economists might say that 'development' means improved life-standard, or it is a stage of average improved life standard, or increasing of GDP or GNP, or infusion of latest invention of science and technology, or maintenance of political or social stability, or economic integration, growth and increase of per capita income. However, I think that 'development' is a process which must help the system to balance its all sub-systems. That is to say, 'development' means symmetry among all the parts of a system.

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If the whole process of any system works in a balanced way getting their just portion, it will be a talk of development. In this case, the balanced system, which is developed, might not be equivalent to the system of countries which are developed.[i]

Human rights and development both aim to promote well-being and freedom, based on the inherent dignity and equality of all people. Human rights contribute to human development by guaranteeing a protected space where the elite cannot monopolize development processes, policies and programs.

Thus, rights, human rights and development are inter-related. One is dependent on others. Right to development and rights-based approach are two different means and modes of enforcing human rights for the well being of human beings. Both the systems incorporate some methods and procedures to fulfill the human rights as well as to maintain the duties of others.

What is Right to Development?

The concept of the Right to Development is controversial, with some commentators disputing whether it is a right at all. The meaning of the right to development has been elaborated in a number of sources. The right to development is now included in the mandate of several UN institutions and offices.

Development cooperation is not charity. It is an investment in a safer, healthier, more just and more peaceful world for all. It is also directly linked to international obligations contained in the *Charter of the United Nations,* the *International Covenant on Economic, Social and Cultural Rights*, and the Declaration on the Right to Development. The Organization and its Member States to international cooperation in promoting economic and social advancement which is committed by the charter in the provisions of preamble and article 1 and chapter IX.

The Declaration on the Right to Development recognizes a collective international obligation to promote development. It requires States "to cooperate with each other in ensuring development and eliminating obstacles to development".

Dr. Arjun Sengupta, the UN Independent Expert on the Right to Development, stated that right to development is the summation of the entire prevailing rights. Right to development is a collective right. It is an independent right. Only when there is an improvement of a right, without a subsequent violation of the others, can the gradual realization of the RTD take place. It is a development process in which all human rights can be realized.[ii]

What is Rights Based Approach to Development

A global movement towards a rights-based approach to development only began in the last decade. Before that, human development[iii] and human rights developed as separate disciplines in both concept and action. Economists, social scientists, and policy makers dominated the field of human development; while lawyers, philosophers, and political activists dominated the field of human rights.[iv]

Within the past decade, it has been found that human rights and human development are similar after all. Both human development and human rights are about securing basic freedoms[v]; i.e., freedom from want; freedom from discrimination by gender, ethnicity, national origin, or religion; freedom for decent work, and so on.
A rights-based approach to development includes the following elements[vi]:

1. Express linkage to rights
2. Accountability
3. Empowerment
4. Participation
5. Non-discrimination and attention to vulnerable groups

A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.

Again, mere charity is not enough from a human rights perspective. Under a human rights-based approach, the plans, policies and processes of development are anchored in a system of rights and corresponding obligations established by international law. This helps to promote the sustainability of development work, empowering people themselves—especially the most marginalized—to participate in policy formulation and hold accountable those who have a duty to act. While there is no universal recipe for a human rights-based approach, United Nations agencies have nonetheless agreed a number of essential attributes:[vii]

As development policies and programs are formulated, the main objective should be to fulfill human rights.
A human rights-based approach identifies right holders and their entitlements and corresponding duty-bearers and their obligations, and works towards strengthening the capacities of rights-holders to make their claims and of duty-bearers to meet their obligations.
Principles and standards derived from international human rights treaties should guide all development cooperation and programming in all sectors and in all phases of the programming process.

A rights based approach begins with the objective of ensuring equity and a decent standard of life for all persons. With this as a starting point, we can then examine growth-led development and hope for better equity, lower poverty rates, and improved standards of living[viii].A human rights-based approach to development relies on an analytical framework that can be applied to all development activities.

Comparative Discussion between RTD and RBA:

1. Legal Framework:

a) Right to Development:
The term development was first declared in the international law by Truman, the then president of America. But the Right to Development (RTD) was first proposed by a

Senegalese Jurist, Keba M'baye, in 1972. It was first given legal recognition in the 1981 African Charter on Human and Peoples' Rights, and was later incorporated into the global human rights framework through the adoption in 1986 of the Declaration on the Right to Development by the United Nations General Assembly resolution 41/128. The 1993 Vienna Declaration and Program of Action, the 2000 Millennium Declaration, and most recently, the Durban Declaration and Program of Action reaffirmed the RTD as a universal and inalienable human right. The Non Aligned Movement (NAM) countries declared development to be a human right and used United Nations mechanisms to try to influence international economic relations and the international human rights system. Several mechanisms have been established by the United Nations Commission on Human Rights to reach a consensus on the RTD. There is currently an Open-Ended Working Group (which met in Geneva on 25 February - 8 March 2002) with a mandate to monitor and review progress, and an Independent Expert preparing studies on the current state of the implementation of the right. [ix]

The two international covenants of 1966, International Covenant on Economic Social and Cultural Rights (CESCR) and International Covenant on Civil and Political Rights (ICCPR) transformed the contents of the Declaration into legally binding treaties there by strengthening the enforcement of these rights.

The RTD has identifiable duty bearers, but the manner in which it is implemented is much more complex and depends on a comprehensive international framework for its realization. Moreover, as composite right incorporating other human rights, its normative foundation is based on international human rights instruments.

b) Right-Based Approach

The UNDP 2000 report brings a new perspective on the interdependence between human development and human rights. Human rights discourse, for example, is based on the argument that human rights are indivisible; i.e., economic, social and cultural rights should be given just as much attention and protection as civil and political rights [x]. Although social progress is good, the normative connection between laudable goals and reasons for action does not yield specific duties on the part of other institutions, individuals, and governments to achieve any specified level of human development. However, combined with human rights principles that ensure the explicit spelling out of duties, the human development approach can have an additional and useful perspective.[xi]

A rights-based approach to development is, therefore, a conceptual framework for the process of human development that is based on international human rights standards and operationally directed to promoting and protecting human rights.[xii]

International Human Rights instruments place legal obligations on both States and development partners. In their obligation to fulfill, States are required to take appropriate legislative, administrative, budgetary, judicial and other measures towards realizing these rights.[xiii]

On the other hand, by virtue of the responsibilities placed on the international community to use international cooperation to provide assistance to States for the promotion

and realization of human rights, the obligations to respect, protect and fulfill rights also apply to international development partners/donors.[xiv] As it is bindings on the nations, it is a hard law.

2. Content

a) Right to Development

Article 1 of the Declaration on the Right to Development states that "the right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized."

The World Conference on Human Rights, held in Vienna in 1993, adopted the Vienna Declaration and Program of Action, which reaffirmed by consensus the right to development as a universal and inalienable right and an integral part of fundamental human rights. It further stated that while development facilitates the enjoyment of all human rights, lack of development may not be invoked to justify the abridgement of internationally recognized human rights.

b) Right-Based Approach to Development

A human rights-based approach compels a fuller appreciation of the political dimensions of development. Programming is thus directed to supporting States in identifying the root causes of the non-realization of human rights- entrenched patterns of discrimination, clienteles and poor governance—and in addressing them.

Again, in a human rights-based approach, human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-State actors with correlative obligations (duty-bearers). It identifies rights-holder*s* (and their entitlements) and corresponding duty-bearers (and their obligations), and works towards strengthening the capacities of rights-holders to make their claims and of duty-bearers to meet their obligations.

3. Enforceability

a) Right to Development:

According to section 2 of DRD it is said that -
1. The human person is the central subject of development and should be the active participant and beneficiary of the right to development.

2. All human beings have a responsibility for development, individually and collectively to promote and protect an appropriate political, social and economic order for development.

3. States have the right and the duty to formulate appropriate national development policies that aim at the constant improvement of the well-being of the entire population and of all individuals, on the basis of their active, free and meaningful participation in development and in the fair distribution of the benefits resulting there from.

According to the DRTD, states have a duty of co-operation (Art. 3(3)), both individually and as members of the international community, to formulate international development policies (Art. 4(1)). This echoes Art. 55 and 56 of the UN Charter, Art. 2(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR) and Art. 28 of the Universal Declaration of Human Rights (UDHR).

It is seen that Right to Development is backed by international law of development. It is said about Right to Development in UN charter, DRD, Vienna Convention and African Charter. So it is only international law and has no enforcement in the national level being soft law.

b) RBA

As we know that RBA recognize rights holders and their entitlements and corresponding duty bearers and obligations. This theme has been recognized by the UN and subsequently it falls under the international human rights law where it binds the donor party. It is also recognized in many countries where RBA is using in the field of development. In these countries the duty bearer are also bound to fulfill their duty to uplift the rights of the right holders that is to have the development.

So it is seen that RAB is back by international and national human rights law. As a result, it is more or less accepted and as because it is a hard law, it has obligation.

4) Consensus

a) Right to Development

The DRTD is not a clear document, and the RTD remains a controversial concept. The above is only an interpretation of its less contested elements. The academic and inter-governmental processes have so far failed to agree a meaning around which consensus could be built, and which would allow development practitioners to focus on the implementation of the right in development policy and practice. The debates surrounding the RTD are concentrated in the UN human rights arena, and remain highly politicized between Northern and Southern governments. The Independent Expert on the Right to Development has made positive contributions to the debate. His proposal for a "development compact" needs to be given serious consideration as it may lead to a politically acceptable solution.

However, many countries of the world, NGOs do not acknowledge the right. According to them it is an umbrella right, it is not a separate right. As there are no duty bearers, there arises no obligation.

b) Right-Based Approach

The same model cannot be implemented in many countries of the world because the political and cultural condition is not the same everywhere. Many UN bodies, national development cooperation agencies, international and national NGOs have started to mainstream human rights into development practice, as first suggested by the UNDP; but there is no agreement about the opportunity to strategically adopt a human rights-based approach to development. The human rights-based approach to development, broadly

understood, is a perspective that considers traditional goals of development activity, as the provision of health or educational services, food or shelter, as human rights. At the theoretical level, it represents an attempt to harmonize the main elements of human development theory with the normative framework of internationally recognized human rights. These two visions, in fact, share a common set of principles and values, that touches all the relevant aspects of development activity and that provides a sort of picture of what an "adequate" development process should be.

As we can see, many of these principles are not something new in development theory and practice; but reinterpreted in the light of human rights standards, they acquire a new relevance.

Right to Development and Human Rights-Based Approaches to Development: A Critical Confrontation

From what we have seen, we can affirm that the RTD theory tries to articulate the fundamental conception of human development theory in the light of human rights normative framework. In this extent, the RTD approach is an example of human rights-based approaches to development. But if the RTD must provide a comprehensive conceptual framework to the different human rights approaches, it must contain something more.

Three appear to be the most relevant points that the RTD perspective adds to the human rights-based approach to development:
- the definition of development as a human right;
- the normative interrelatedness between human rights;
- the emphasis put on resources availability, including economic growth and international cooperation.

As we have seen, many common points exist between these two perspectives. The emphasis to participation, non discrimination and empowerment is the same in both, as well as the reference to the human rights normative framework. But the first reason why the RTD seems broader than the others human rights approaches is that it adds to the common elements the acknowledgment of development itself as a human right. Sengupta says: "While the reduction of poverty or improving the lots of the most vulnerable or the poorest section of the population will satisfy some index of justice, to realize the right to development, viewed as a right to a process, will require looking at the elements that contribute to the dynamics of sustained poverty reduction and human development."[xv]

According to the Independent Expert the coherence with human rights approaches and the interrelatedness of rights are:

> First, the right to development as a whole will also have to be realized in a rights-based manner that is transparent, accountable, participatory and nondiscriminatory, as well as equitable and just. Secondly, the realization of rights, say the right to health, depends on the levels of realization of other rights, such as to food or to housing, or to liberty and security of person or to freedom of expression that includes freedom of information are to be in a sustainable manner over time depends upon the rates of growth in per capita consumption, output and employment.[xvi]

To recognize a right as a human right raises its status to a right with universal applicability and it articulates a norm of action for the people, the institution or the state and the international; community against which the claim is formulated.[xvii]

With regard to the theoretical feasibility of the RTD, this is probably the most debated issue. There is no doubt, in fact, that no consensus has been reached about specific mechanisms and procedures to implement this right, even in those for a (like the Open-Ended Working Group) specifically devoted to this purpose. However, analyzing the political debates that surround the RTD, it seems that the most remarkable points of disagreement regard political questions more than theoretical ones[xviii]. It is enough to think about two fundamental points: the duty of international cooperation, always refused by OECD countries[xix], and the duty to respect and fulfill political and economic rights at the same pace and with the same attention, duty that could generate some problem to many governments, both in developed and in developing countries. It is clear, in fact, that a full acknowledgement of the RTD would make contradictory not only the behavior of those developing countries that affirm that a total or partial denial of civil and political rights is functional to the achievement of economic and social rights, but also the behavior of those developed countries that privilege civil and political rights, sometimes affirming that economic and social rights are not justifiable.

Findings and Effective Measures for RTD

The declaration (RTD) includes 10 provisions which define the content of the right, the right holders and duty bearers. But it is a matter of fact that many NGOs and donor agencies do not recognize RTD[xx]. As a result, there is a complexity to implement such right. Again, right to development is a declaration based law and for that reason it cannot take people to the court to implement such right because of being soft law.

At the national level, developing countries like Bangladesh states cannot provide the highest attention to this right, abstaining to violate any human right, creating mechanisms for a significant popular participation, elaborating strategies to reduce poverty and inequalities and supporting them with adequate financial resources. At the same time, NGOs and civil society do not act as a vehicle of information and representation of popular claims, particularly those of the most underrepresented and disadvantaged groups and communities.

At the international level, states are not careful enough to fulfill their duty to cooperate, not only assuring an adequate, stable and effective financial and technical assistance to developing countries, but also need to act actively to eradicate all those structural inequalities that lay behind underdevelopment.

Recommendations for Implementation

Many proposals have been advanced to implement the RTD, showing at least its theoretical feasibility. Between these proposals, the most comprehensive and discussed is that of the Independent Expert for the creation of Development Compacts. Let us briefly see its fundamental aspects:

1. International community should indicate some priorities to start the implementation of the RTD (e.g., the right to food, the right to education and the right to health), without the purpose of hierarchizing human rights but for feasibility reasons;

2. A regular place of meeting should be appointed, in which representatives of international institutions, donors and receiving countries can discuss and work together on a concrete program of development;

3. The country that wants to start to realize the RTD through a development compact should ask for it to the international community, which will provide the necessary support to realize a national development program, according to the principles of the RTD and including specific claims to donors;

4. A working group, composed by OECD-DAC, donors governments, UN agencies (included representatives of the High Commissioner for Human Rights) and International Financial Institutions should analyze the program presented by the applicant country, approving the objectives and establishing correspondent obligations for the international community;

5. The applicant country should propose special development programs with clear evaluation benchmarks, working with civil society and starting with conforming its legislation to international and regional human rights standards;

6. The real Development Compact should then be agreed, specifying the duties of the countries and all the correspondent duties of international actors, so to assure transparency and verifiability;

7. The different international actors involved should discuss which structural measures to undertake, both at multilateral and bilateral level, to guarantee the effectiveness of the established program (debt cancellation, market access etc.).[xxi]

If a human right is violated the RTD does not improve; even if there is an improvement in all other human rights. In short, the requirement for improving the realization of the RTD will be that at least some of the rights can be increasingly realized while none other deteriorates in realization or is violated, whether they be civil or political or any of the economic, social and cultural rights, and there be a sustained growth of overall resources.

According to the DATA Report 2008 we can see that the statistics make clear that targeted development assistance, implemented in partnership with effective African leadership, works. There are no more excuses for not delivering quickly on what the G8 promised. The DATA Report lays out a clear roadmap for how the G8 can get on track to meet their 2010 goals by scaling up measures that have been proven to work.[xxii]

Findings and effective measures for RBA

In the 1990s, substantial strides have been made to merge development and human rights, which may be useful to consider as potential areas to borrow ideas from, as well as political and theoretical landmines to avoid. A rights-based approach to development assumes that rights can be defined and operationalized in ways that facilitate planning and programming for their realization.[xxiii]

The skepticism about the RBA arises from a feeling that not more than the language of development has changed. Within the RBA framework, economic liberalisation is not up for discussion and whatever human rights are on the table have to be realised within its framework (Piron, 2002; Uvin, 2002). [xxiv]

One of the problems raised by the RBA is the role of the nation states in its implementation. Given the dismantling and disabling of the state under structural adjustment, the proactive role being given to the state under the RBAs is unrealistic. Even more significant is the fact that not much is being directed towards the accountability of the IFIs, trans-national corporations, western governments and international NGOs. The lukewarm reception given to the RBAs in capitals of the developing world has been attributed to fears that they represent another round of donor conditionalities which continue in the tradition of protecting donors and the IFIs from having to take equal responsibility for policy errors. The change of name from conditionalities to triggers under the PRSPs has not surprisingly failed to allay fears. The inability of rights discourses to address human rights abuses against women taking place in the private sphere in relation to issues such as sexuality, marriage, reproduction, inheritance and the custody of children is also an issue (Human Rights Dialogue, 2000).

The role of the UN in promoting the rights based approaches has meant that the Millennium Development Goals (MDGs) have been tagged on to the RBAs. Feminists who have worked for years within the NGO economic justice caucuses of the UN have been worried about the MDGs, arguing that the achievements represented by the documents adopted by the various 1990s conferences were under threat from the MDGs. This is because they represent a ruthless distillation of undertakings, done in a way which takes the essence out of the rich analysis and detailed commitments of the various platforms.

All these issues should concern us because they raise fundamental questions about the development paradigm of the RBAs. Given that the RBAs are said to have special relevance for gender and development and that what women failed to achieve under other gender and development approaches would become possible under the RBAs, it becomes even more critical to tackle the gender dimensions of the RBAs. We now turn to these issues.

Recommendations for Implementation

The following elements are necessary, specific, and unique to implement a human rights-based approach:[xxv]

(a) Assessment and analysis in order to identify the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers as well as the immediate, underlying, and structural causes of the non-realization of rights.

(b) Programs assess the capacity of rights-holders to claim their rights and of duty-bearers to fulfill their obligations. They then develop strategies to build these capacities.

(c) Programs monitor and evaluate both outcomes and processes guided by human rights standards and principles.

(d) Programming is informed by the recommendations of international human rights bodies and mechanisms. Other elements of good programming practices that are also essential under a human rights-based approach include:

1. People are recognized as key actors in their own development, rather than passive recipients of commodities and services.

2. Participation is both a means and a goal.

3. Strategies are empowering, not disempowering.

4. Both outcomes and processes are monitored and evaluated.

5. Analysis includes all stakeholders.

6. Programs focus on marginalized, disadvantaged, and excluded groups.

7. The development process is locally owned.

8. Programs aim to reduce disparity.

9. Both top-down and bottom-up approaches are used in synergy.

10. Situation analysis is used to identify immediate, underlying and basic causes of development problems.

11. Measurable goals and targets are important in programming.

12. Strategic partnerships are developed and sustained.

13. Programs support accountability to all stakeholders.

It has five contents which are that its ends are to have sustainable human development, it is comprehensive to add to human right, it includes all human rights. It is not easy in this process to violate human rights and its weakness is complex. Moreover, it has no conditioning; i.e., this model is editable to cope up with in any environment.

Conclusion

The diffusion of human development theory has opened the way to a better inclusion of human rights concerns into development theory and practice. The human rights-based approaches to development try to face the challenge of joining human development and human rights paradigms, providing a description of the adequate modalities to foster development. At the theoretical level, however, there is still some lack of consensus around how to articulate development and human rights. The RTD framework can contribute to light up such a debate. Understood as the right to a process of development in which all human rights and fundamental freedoms can be fully realized, in fact, the RTD shows a higher degree of integration and completeness than the other human rights-based approaches. In particular, the emphasis placed on concept like normative interrelatedness of human rights and duty of international cooperation can contribute to clarify the fundamental elements of a development activity truly inspired to human rights standards.

If in theory the RTD paradigm has been constantly reaffirmed and seems to satisfy the criteria of coherence and feasibility, more complex appears the situation at the political level. No consensus has been reached about the integration of human rights standards into development practices and about the duty of international cooperation, and the development strategies nowadays overwhelmed accepted, like the one summarized in the MDGs, are not phrased in terms of human rights and seem to adopt a different, even if not irreconcilable, approach. This situation shows the necessity to continue the theoretical and practical examination, as well as the political advocacy, of the RTD.

To conclude, both the RTD and RBA can run concurrently. There is no much contradiction between the two systems. If the RTD can be incorporate in the RBA then it will bring betterment for the poor country to have just portion of aid and the donor country will have to increase aid.

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An Efficient Investment Model: Guide for the Prudent Investors

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Abstract

People invest to generate money from money; investment both current and future increases their wealth. Investors expect to increase their future consumption possibilities by increasing their wealth rather than present consumption. This paper constructs an efficient investment model for prudent investors to invest their fund in financial asset at capital market in Bangladesh. The paper helps investor increase their return by following the investment process model. During the course of study the authors discussed the issues with the persons expertise in this field. Moreover, for the study the researchers organized Focus Group Discussions to have a clear conception on the issue. This model will be helpful for the investor, policy maker, and other to make their investment decisions.

Key Words: Investment, Speculation, Gambling, Risk and Return, Financial Market, Financial Asset, Portfolio.

Prelude

Investing in securities such as shares, debentures and bonds is profitable as well as exciting. It is indeed rewarding, but involves a great deal of risk. In such investments, both rational as well as emotional responses are involved. Investing in financial securities is now considered to be one of the best avenues for investing one's saving while it is acknowledged to be one of the most risky avenues of investment. If one can follow this investment process model one will maximize return for the given level of risk or minimizing risk with the given level of return. As a result, return will be optimum.

Statement of the Study

An investor considering investment in securities is faced with the problem of choosing from a large number of securities. His choice depends upon the risk-return characteristics of individual securities. He would attempt to choose the most desirable securities and like to allocate his funds over this group of securities. Again he is faced with the problem of deciding which securities to hold and how much to invest in each. This paper refers to framework an investment model for the analysis of financial assets and in particular to marketable securities.

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Methodology

Secondary data is used in this research. The researchers have meticulously reviewed the research documents and other literatures relevant to the subject matter and concentrate the inner thoughts in the commentary. During the course of study the authors discussed the issues with the person's expertise in this field. For the study, the researchers organized Focus Group Discussions to have a clear conception on the issue.

Concept of Investment

The concept of investment may be divided into the broader or customary sense and in the narrower sense. The broader or customary sense of the term 'investment' is any asset or property right acquired or held for the purpose of preserving capital or earning an income. In the narrower sense the term 'investment' is used to suggesting a commitment which is relatively free from risk of loss. Again, investment is the purse of security(s) that, upon an appropriate analysis, offers safety of principal and satisfactory yield, commensurates with the risks assumed. In other words, investment is defined as the commitment of funds in anticipation of receiving a larger future flow of funds. Lastly, investment is defined as the postpone of the present consumption of asset with the expectation of receiving future resources compensating the investor for the time the funds are committed, the expected rate of inflation, and the uncertainty of the future payments of both principal and returns thereon. However, investments refer to investing money in certificates of deposit, government and corporate bonds, common stocks, or mutual funds. Moreover, investments also include other paper assets like warrants, puts and calls, future contracts, and convertible securities.

Deployment of funds in real assets like gold, silver, diamond, arts, house, building, real estate, and other tangible assets are also termed as investments. In finance technology, investments include both real assets and financial assets. Marketable securities are financial assets that are generally traded in the financial markets.

Literature Review

Investment process is essentially a systematic method of managing one's investments efficiently. Many factors have contributed to the development and growth of this systematic approach to investment management. It would be interesting to trace the evolution of investment management through the years.

In the early years of this century, analyst used financial statement data for evaluating the worth of securities of companies. This started with the analysis of railroad securities in the U.S.A. A booklet entitled the *Anatomy of a Railroad Report* was published by Thomas F. Woodlock in 1900. It was regarded as a classic in railroad analysis. Financial statement analysis became more popular in the investment field, although most articles on investment were not clear about the procedure to be adopted. They generally advocated the calculation and use of certain financial ratios for the purpose. John Moody in his book *The Art of Wall Street Investing*, published in 1906, strongly supported financial statement analysis for investment purpose. Lawrence Chamber, in his book *The Principles of Bond Investment* which was published in 1911, proposed an analysis which later came to be known as common-size analysis.

During the early part of this century another group of analysts concentrated their attention on the behavior of the stock market. Their investment strategy consisted in studying the stock price movements with the help of price charts. This method came to be known as technical analysis. It evolved during 1900-1902 when Charles H. Dow, the founder of the Dow Jones and Co., presented his views in a series of editorials in the *Wall Street Journal* in the U.S.A. The advocates of technical analysis believed that stock price movement was orderly and systematic and that defined patterns could be identified in these movements. Their investment strategies were built around the identification of trends and patterns in stock price movements.

Another prominent author who supported technical analysis was Ralph N. Elliot who published a book in 1938 entitled *The Wave Principle*. After analyzing seventy five years of share price data, he concluded that the market movement was quite orderly and followed a pattern of waves. His theory has come to be known as *the Elliot Wave Theory.*

The first phase could be characterized as the speculative phase. Investment was not a widespread activity; it was carried on only by the wealthy; moreover, it was of a speculative nature. Investment model was an art and needed skill. Price manipulation was resorted to by the investors. During this time 'pools' and 'corners' were used for manipulation. All these led to the stock exchange crash in 1929. Finally, the daring speculative ventures of investors were made illegal in the United States by the Securities Act of 1934.

During the 1930s investment management entered its second phase, a phase of professionalism. After the first US regulations governing investment trading were passed in 1933-34, the investment industry began the process of upgrading its ethics, establishing standard practices and generating a good public image. As a result, the investment markets became safer places and ordinary people began to invest. Investors began to analyze the securities seriously before undertaking investments.

During this period the research work of Benjamin Graham and David L. Dodd was widely publicized and publicly acclaimed. They published the results of their research in a book titled *Security Analysis* in 1934. This was considered the first major work in the field of security analysis and laid the ground work for the security analysis profession. They are considered the pioneers of security analysis as a discipline.

Investment management has now entered its third phase, the scientific phase. The publication of a paper on portfolio selection in the *Journal of Finance* in 1952 by Harry Markowitz marked the beginning of this third phase. The foundation of Modern Portfolio Theory was laid by Markowitz. His pioneering work on portfolio management is described in his 1952 article in the *Journal of Finance* and in the subsequent book published in 1959 titled *Portfolio Selection*: *Efficient Diversification of Investments.*

Markowitz attempted to quantify risk. He showed how the risk in investment could be reduced through proper diversification of investment which required the creation of a portfolio. He provided analytical tools for the analysis and selection of the optimal portfolio. This pioneering portfolio approach to investment management won him the Nobel Prize for economics in 1990.

The work done by Markowitz was extended by William Sharpe, John Lintner and Jan Mossin through the development of the capital asset pricing model (CAPM). In fact, Sharpe shared the Nobel Prize for economics in 1990 with Markowitz and Miller, for his contribution to the development of CAPM.

The developments in the field of investment management are continuing apace. In fact, the last two phases in the development of investment management practice, namely professionalism and scientific analysis, are currently advancing simultaneously.

Investment vs Speculation

The distinction between investment and speculation must be clear even though it is easier to state investment and what speculation is. But it is very difficult to distinguish between investment and speculation because the main objective of both investment and speculation is to earn profit. The points of distinction between investment and speculation may be depicted in the following chart:

Investment	Speculation
i. An investment is a commitment of funds made in the expectation of positive rate of return.	i. Speculation means the deliberate assumption of risks in ventures which offers the hope of commensurate gains. The hoped for gains may come in the form of larger incomes than a safe investment would supply.
ii. The investors invest their surplus funds for a relatively long period of time.	ii. The speculators invest their investible funds for a relatively short time.
iii. The investors assume minimum risk with the hope of consistent rate of return.	iii. The speculators assume relatively high risk with the hope of abnormal extremely high rate of return.
iv. The investors give emphasis upon the principle of conservatism for the safety of their principal.	iv. The speculators do not give emphasis upon the principle of conservatism for the safety of their principal.
v. The investors are interested in the internal conditions of the company and devote their energy to determine the financial security of the company and its earnings power.	v. The speculators are usually interested in trading securities. They ignore dividends and are interested in technical market position.
vi. The investors desire a modest rate of dividend or profit or long-term growth prospect of the company.	vi. The speculators always desire short-term price appreciation and do not bother for long-term growth prospect of the company.

From the above discussion, it is clear that the difference between investment and speculation is a matter of time horizon, degree of risk, normal and abnormal rate of return and long-term or short-term growth prospect of the vendor company.

Investment vs Gambling

Investment has also to be distinguished from gambling. Typical examples of gambling are horse races, card games, lotteries, etc. Gambling consists in taking high risks not only for high returns, but also for all thrill and excitement. Gambling is unplanned and

non scientific, without knowledge of the nature of the risk involved. It is surrounded by uncertainty and is based on tips and rumours. In gambling artificial and unnecessary risks are created for increasing the returns.

Investment is an attempt to carefully plan, evaluate and allocate funds to various investment outlets which offer safety of principal and moderate and continuous return over a long period of time. Gambling is quite the opposite of investment.

Reasons for Investments

People invest to make money, monetary wealth both current and future, improve their welfare. Investors expect to increase their future consumption possibilities by increasing their wealth rather than present consumption. Some people save and invest during their working periods from which they can withdraw during their retirement periods. However, the reasons for investment are furnished below:

Income: People make investment to have future generation of income in the form of interest from fixed income securities and/or dividends from equities.

Capital preservation: People make investments in order to preserve capital. Thses types of investment are called conservative investments. Investors invest their funds in assets with the assurance that the funds will be available, with no risk of loss in purchasing power at a future point in time. As the investors desire the real value of the funds invested, the nominal value of the investment should increase at a pace consistent with inflation trends. Therefore, the returns on such investments should approximate the risk-free nominal interest rate for a nontaxable investment.

Capital gains: People also make investments so that the funds will appreciate or grow in value. The objective of such investment increases money at a faster rate than inflation. Investments with the motive of capital gains should have risk exposure to get the desired returns. Risk can affect returns either positively or negatively.

Types of Investments

There are various types of investments prevailing in the money and capital markets. Considering various concepts and nature of investments, they are classified into four broad categories as follows:

i)   ***Consumer investment:*** The concept of the consumer investment relates to the purchase of durable consumer goods by the consumer. Typically, this is not investing one's funds but it is a savings-process. Usually, the income derived from the purchase of durable consumer goods comes not in the form of money but in the form of services and amenities of property ownership.

ii)   ***Business or economic investment:*** The concept of business or economic investment refers to a situation where money is used to purchasing business assets that will produce income which will be adequate compensation for the risk involved in the venture. Profit motive is the main object in this concept of investment. The businessman is thoroughly willing to purchase productive assets to earn a profit and is aware of the risk involved. Economic or business investment, therefore, is any investment in assets which brings about the production of goods and services and real terms for the purpose of earning a profit commensurate with the risk involved.

    iii)   ***Financial or security investment:*** Financial or security investment refers to the purchase of an asset in the form of securities producing a profit for the investors. The investor assuming of all the risk involved in such a purchase tries to keep the risk to a minimum and at the same time he maximizes profit. Financial or security investment may broadly be categorized, which are our main focus as well as are subject to the discussion in accordance with their sources of issuance and the nature of the buyer commitment.

    iv)   ***Analyst's investment:*** An analyst's investment refers to the operations that promise safety of principal and an adequate return.

These are various types of investments out of which an investor can select to invest his investible funds commensurate with his objective.

Types of Investors

Investors are broadly classified into two categories viz., i) local investor and ii) foreign investor. *Local investors* are those who invest their unutilized funds in their own country in various sectors they like depending upon the prospective future returns and assuming minimum risk. Local investors are also being subdivided into two categories as follows:

    a) ***Individual investors:*** Individual investors are those who deploy their funds individually in local market to purchase securities like shares, bonds, debentures, stocks, etc. and to deposit into their bank accounts and to invest their funds in purchasing insurance policies and the like. The main objective of the individual investors is to earn maximum return assuming minimum risk.

    b) ***Institutional investors:*** Institutional investors include firms, companies, corporate bodies or financial institutions like banks, insurance companies, investment companies that invest funds institutionally in the capital market through purchasing shares, stocks, bonds, debentures and/or other securities with the help of recognized brokers. Institutional investors do not have a problem of having available funds but the individual investors have an unique problem of surplus funds.

Foreign investors are those who invest their funds in the overseas capital market independently or under joint venture arrangement through purchasing securities of overseas' vendor companies or of government. The foreign investors also invest directly in establishing overseas' industry. The help the overseas' industrialization under joint venture ownership. The objectives of foreign investors are mainly to earn profit and to capture the foreign market in order to flourish their local merchandise.

Investment Media

In financial market, an investor has various alternatives to invest. Some investment media are simple and direct; some present complex problems of analysis and investigation. Some are familiar, some are relatively strange. Some are more appropriate for one type of investor than for another. This section will analyze various forms in which investment media are classified.

Insurance and retirement fund	▪ Life insurance ▪ Fixed and variable annuities ▪ Government retirement fund for social security ▪ Private pension fund
Deposit fund	▪ Savings and time deposit with commercial banks ▪ Deposits in mutual savings banks ▪ Deposits savings and loan associations ▪ Shares in credit union ▪ Eurodollar certificates of deposit ▪ Eurodollar deposit
Short-term investment	▪ Short-term government securities ▪ Commercial papers ▪ Banker's acceptance ▪ Certificates of deposit ▪ Negotiable bank certificates of deposit ▪ Repurchase agreement
Long-term securities	▪ Bonds, notes, and stocks of business or commercial enterprises ▪ Bonds, and shares of investment companies ▪ Bonds, and shares of commercial banks ▪ Shares in savings and loan associations ▪ Loans and shares in insurance companies ▪ Government bonds, and other long-term obligations ▪ Local government and municipal bonds ▪ Securities of foreign governments
Real estate and other immovable properties	▪ Investment for occupancy or residential purpose ▪ Investment for income and/or commercial purpose ▪ Bonds, and shares in real estate companies and syndicates ▪ Real estate mortgages ▪ Mortgage-backed securities ▪ Shares in real estate investment trusts

Investment Alternatives: Direct vs Indirect Investment

Financial Assets				
Direct Investing				Indirect Investing
Money market instruments	Capital Market instruments		Derivative instruments	Unit trust investment
	Fixed income instruments	Equity instruments		Close-end investment
				Open-end investment

Discussion

Factors Influencing Investment

Investment has widespread scope in the capital market and other sectors of the country. But the functions of the investors are influenced positively or negatively by the following factors:-

General Price level: It is the first factor influencing the functions of an investor, because the general price level always shows rising tendency due to the inflation prevailing in the economy. The rising tendency of the general price level creates elements of uncertainty and confusion into the thinking of investors which cause fear of safety of principal.

Business conditions and profits: Business conditions and profits are the second important factor influencing the functions of an investor. Because the investors invest their funds in shares, securities, bonds, debentures and the like after analyzing the vendor company's growth prospect of the business in terms of profits, earning capacity and the liquidity.

Dividends: The third factor influencing the functions of an investor is the payment of dividends declared by the company to its shareholders. The stable rate of dividends always attracts the investors to invest in the shares and stocks of the vendor company and any fluctuation of profit discourages the investors to invest their funds in the form of shares, and stocks of the same.

Interest rate: Interest rate is the fourth and one of the most important factors influencing the investors to invest in debentures and bonds of the vendor company. The investors will invest money in the form of bonds and debentures of the vendor company which pay high rate of interest. The investors feel encourage to invest their investible fund if the rate of interest is commensurate with the rate of inflation prevailing in the economy.

Security prices: The fifth and the last factor influencing the functions of an investor is the security price. The security prices may be labeled by two systems viz., stock price cycles system and stock price swings system. The security price quoted under stock price cycles' system is consistently and somewhat revolving system. But the security price is quoted inconsistently and fluctuates under the stock price swing system. The investors feel encouraged to invest their funds under the stock price cycles system rather than stock price swing system.

In fine, these are the factors influencing the functions of a prospective investor. A prudent investor must consider the above mentioned factors and analyze them very carefully while making an investment decision.

Determinants of Rates of Return

All other things remain the same; individuals generally prefer current consumption to future consumption. In order to encourage individuals to invest, an investment should offer a positive rate of return. As a result, a potential investor having greater future consumption opportunities than current consumption opportunities postpones current consumption. Thus, this preference for consumption is measured as the risk-free real rate of return.

As a general rule, investor will add the rate of inflation to the real rate of return to get stated market rate called nominal rate of return.

$$\boxed{\text{Nominal rate} = \text{Real rate} + \text{Inflation}}$$

Risk-free rate usually refers to the rate of return for government securities like Treasury-bills, Treasury-notes, and Treasury-bonds, etc. Other than fix income securities, a major factor influencing the investment/consumption decisions of an investor is the risk involved. If the future benefits from an investment are not known with certainty then individuals will require an even higher expected return on the investment. Risk premium is the additional return to nominal rate of return for taking risk of return on equities or bonds. So, we can merely identify three major factors determining the expected return that an investor requires in order to forego current consumption and therefore invest:

i)   risk-free real rate for time preference of consumption,

ii)   expected rate of inflation and

iii)   associated risk on investment

$$\boxed{\text{Required rate of return} = \text{Nominal rate of return} \ + \ \text{Risk premium}}$$

Investment Model

Investment includes the various methods and steps adopted by the prudent investors during the development of their funds in order to earn profit and to minimize risks involved therein. The main steps in the investment process may be furnished with the diagram given below:

Review of performance

Goals settings

Risk identification

Formation

Measuring risk-return
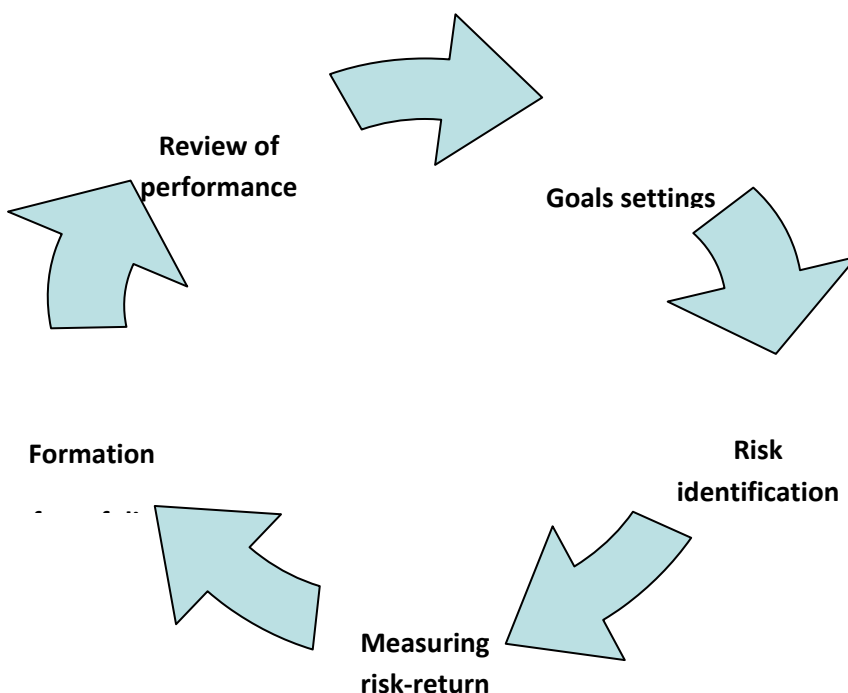
Figure: Model for Investment Process

Assumptions

In order to accomplish the investment process an investor should have the following knowledge:-

Firstly, an investor must be aware of the risks associated with the investment.

Secondly, an investor must be aware that the investment requires the availability of surplus fund now or in future.

Thirdly, an investor must possess knowledge of individual securities that are available.

Fourthly, an investor must have a method of analysis that will allow as making an intelligent selection of securities.

Fifthly, an investor must be aware of the sources of information that will allow him to make a complete and intelligent analysis of an industry.

Sixthly, an investor must have sufficient knowledge of buying and selling of shares and other securities in the stock market.

Investment Process

i) ***To set goals and objectives:*** The first step in the investment process is to identify the goals and objectives of the investors. A systematic investment decision requires the formulation of a set of long-term or short-term goals which can

serve as a guide for managerial decisions. This step also includes the determination of the quantum of investment in different shares and debentures quoted in the capital market.

ii) **To determine appropriate risk level:** The second step in the investment process is to determine the amount of risk that an investor is willing to assume to achieve the investment objective. This step will largely determine the mix of assets to be held in the investment portfolio and attempt will be made to quantify the risk and measurement of the same by applying appropriate tools.

iii) **To estimate the risk and return:** The third step in the investment process is to estimate the risk and return for the investors to take their decisions, because risk and return go hand in hand. Investors must balance risk with return.

iv) **To form optimal portfolio:** The fourth step in the investment process is to construct optimal portfolio which includes estimate of risk and return for individual securities and to maintain relationship between securities, portfolios and the like. An investment portfolio is the list of investment securities both common stock and bonds that an investor owns.

v) **To make the analysis of the performance:** The fifth and the last step in the investment process is to analyze the performance of the vendor company's financial statement in order to take investment decision. The investor should monitor the results of their portfolios for determining the goals and objectives and review the performance of the portfolios. This may provide some insights which will improve their security analysis and portfolio selection techniques.

Concluding Remarks

Investment is a financial activity that involves risk. It is the commitment of funds for a return expected to be realized in the future. Investments may be made in financial assets or physical assets. In either case there is the possibility that the actual return may vary from the expected return. That possibility is the risk involved in investment. Investment is generally distinguished from speculation in terms of three factors, namely risk, capital gains and time period. Gambling is the extreme form of speculation. Investors combine to make investment activity dynamic and profitable.

There are a large number of investment avenues for savers in Bangladesh. Corporate securities, deposits in bank and non-banking companies, mutual fund schemes, provident fund schemes, life insurance policies, and government securities are some of the important investment avenues.

Investment has extensive span in the capital market and other sectors of the country. But the functions of the investors are influenced positively or negatively by some common factors. The increasing propensity of the general price level creates elements of insecurity and misunderstanding into the thinking of investors which cause fear of safety of principal. The investors have positive relationship between investing their funds in shares, securities, bonds, debentures and the like after analyzing the vendor company's growth prospect of the business in terms of profits, earning capacity and the liquidity. The investors feel promoted to invest their investivle fund if the rate of interest corresponds with the rate of inflation

prevailing in the economy. The investors consider persuading to invest their funds under the stock price cycles system rather than stock price swing system.

Investment includes different methods and steps adopted by the prudent investors during the development of their funds in order to earn profit and to minimize risks involved therein. The main steps in the investment process may be furnished with the Model. This helps the investors maximize their return on the basis of some assumptions. This model will also be helpful to policy maker and other for investing their funds.

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The Use of Oral Communication Strategies:
A Case Study of Bangladeshi EFL Learners at the Undergraduate Level

Abeer Noor*

Abstract

This paper reports on an investigation into the use of seven types of oral communication strategies, namely 'topic avoidance,' 'message abandonment,' 'code-switching,' 'paraphrasing,' 'restructuring,' and 'stalling' by Bangladeshi EFL learners at the undergraduate level. The participants of this study are 66 EFL students and 12 EFL teachers of Jahangirnagar University. Data was collected through three types of instruments: questionnaire, oral interview, and classroom observation form. The study used audio-recording and note-taking as data collection techniques. Findings of the study show that the EFL students employed all the seven strategies to various extents due to the language difficulties they encountered in their oral English performance. The mostly used strategy was 'stalling', followed by 'code-switching.' The least used strategies were 'topic avoidance,' 'restructuring,' and 'paraphrasing.' The study also reveals that the EFL students were not formally trained to use the effective strategies though the majority acknowledges them as helpful in communication. The study suggests that an awareness of functions of these strategies can contribute to the overall improvement of the learners' communicative competence in spoken English.

Introduction

The communicative approach to teaching has initiated a shift in attention from the teacher to the learner and the various problems the learners encounter in their TL performance. Applied linguists like Selinker (1974), Tarone (1980), Poulisse (as cited Ellis, 1985) talked about the role of various strategies which the L2 learners employ to resolve communication problems when the interlanguage system seems to be inadequate for the task. Such problem solving ability in L2 communication is considered an important part of "communicative competence."

In the production performance of FL, no learner has the advantage of having a complete knowledge of the language. Therefore, often they resort to various strategies for coping with the language problems and thus to minimize the gap between the learners' desired expression and their actual knowledge. Such attempts at compensating for breakdowns in communication due to insufficient TL competence are called "communication strategies" (Canale & Swain, as cited in Brown, 1994). These strategies help the learners to sustain communication through paraphrase, circumlocution, repetition, avoidance, hesitation, etc. (Savigon, as cited in Brown, 1994). In the foreign language research on "communications strategies," the main focus remains on the strategies employed in the learners' oral performance. Thus, many researchers like Tarone (1980) used the term "communication strategies" (CSs) simply to indicate the "oral communication strategies" (OCSs).

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In the last few decades works by Tarone (1980), Bialystok (as cited in Ellis, 1994), Faerch and Kasper (as cited in Ellis, 1985), Nijmegen project (as cited in Ellis, 1985) and the like have exemplified the importance of studying "communication strategies" as a useful tool for analyzing the L2 learner's language difficulty and his/her interlanguage system.

Most importantly, these works incorporates clear pedagogical implications by which the usefulness of teaching certain communication strategies and simultaneously restricting certain others has come to focus. Since "communication strategies" largely aim at facilitating the communication, many researchers (Dornyei, 1995; Faucette, 2001; Maleki, 2010; Rababah, 2002) now acknowledge them as necessary parts of SLA study and show considerable interest in their teachability.

Against this theoretical and practical backdrop, the present study is conducted in order to make a contribution towards the CSs research in Bangladeshi EFL context. It chiefly deals with frequency of the uses of seven common types of strategies by the EFL learners at Jahangirnagar University in Bangladesh.

This study aims at investigating into seven types of communication strategies as used by the graduate level EFL learners at JU. In particular, the study purports to answer the following research questions:
1. What is the frequency of the learners' use of each of the seven types of CSs?
2. What are the views of the EFL learners and teachers regarding the use and effectiveness of these strategies?

Besides these, the study also attempts to shed some light on the actual state and prospects of using these strategies in EFL classroom context at Jahangirnagar University.

Literature Review

Definition: "Communication strategies" were initially defined by Selinker (1974) as "an identifiable approach by the learner to communicate with native speakers" (p. 37). In later years the term was specified and redefined by various researchers. Some of the leading definitions of communication strategies are as follows:

- a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Meaning structures here would include both linguistic structures and sociolinguistic rule structures) (Tarone, 1980, p. 419)

- potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, as cited in Brown, 1994, p. 118);

- psycholinguistic plans, which exist as part of the language users communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement (Ellis, 1985, p. 182).

Although these researchers vary from one another in their points of emphasis, the idea of communication strategies as means of overcoming communication difficulties remains central. Communication in this regard can be both written and verbal. However, the

major researchers (e.g. Tarone, 1980; Poulisse, as cited in Ellis, 1985) in this area approached CSs in terms of face to face interaction in oral communication.

Comparative Analysis of the Various Classifications of CSs: There are at least two broad ways of classifying the CSs: product-based classification and process-based classification (Jorda, n.d.) Within these two broad categories, researchers differ from each other on various points and have provided their own versions of classifying the CSs.

Typology used in this study: According to Bialystok (as cited in Jorda, n.d.), the typologies proposed by various researchers various mainly in their terminology and pattern of categorization, but the essence or substance of these strategies are quite similar. For this present study, taxonomy of the most common types of communication strategies adapted mainly from the classifications proposed by Tarone (1980), Faerch & Kasper (as cited in Ellis, 1985) Dornyei (as cited in Tupan, 2007) and Willems (as cited in Weererak, 2003). A description of this taxonomy is as follows:

A. Avoidance/ Reduction Strategies: these are employed when the learner is not willing to communicate properly due to his/her language deficiency. It is subdivided into two:

    a. Topic Avoidance: the learner simply chooses not to talk about a certain topic or subject because of language difficulties.
    b. Message Abandonment: the learner starts to talk but at some point leaves the sentence or message incomplete when s/he encounters communication problems.

B. Achievement/ Compensatory Strategies: the learner actively attempts to overcome the language deficiencies by adopting various alternative means. There can be numerous subtypes of which the major ones are:

    a. L1 based Strategies
        i. Literal Translation: the learner translates an L1 form or expression (e.g. "He invites him to drink" instead of "they toast one another").
        ii. Borrowing/ Code-switching: the learner directly uses an L1 word in the L2 conversation (e.g. "kushum" instead of "yolk").
        iii. Foreignizing: the learner adapts an L1 form phonologically or morphologically to make it sound like an L2 word.

    b. L2 based Strategies
        i. Approximation: the learner uses a target language word which does not convey the exact meaning but shares enough semantic features with the desired L2 item (e.g. "ship" for "sailboat").
        ii. Paraphrasing: the learner describes a concept in detail using some other L2 words instead of using a single L2 word/item (e.g. "a tool for catching fish" instead of "fishing-rod").
        iii. Word-coinage: the learner makes up a non-existent L2 word (e.g. "picture place" instead of "gallery").

    iv. Restructuring: the learner restarts with a new sentence structure when the previous one fails (e.g. "I have two…"→ "I have a brother and a sister").

  c. Appeal for Assistance: the learner asks his/her interlocutor such as his/her peer or teacher to help locate the desired expression (e.g. "what's this?" or, "How do you say ___?").

  d. Mime/ Non-linguistic Strategies: the learner resorts to non-linguistic means such as facial expression or gestures in order to communicate meaning when faced with linguistic difficulties.

 C. Time-gaining Strategies/ Stalling: the learner pauses and uses fillers such as "urm," "actually," "basically," "oh," "let me think," "as a matter of fact," etc.

Among these strategies, seven different CSs are chosen for conducting a research on the use of CSs by the participants of this study in their EFL communication. These are: i) Topic avoidance, ii) Message abandonment, iii) Code-switching, iv) Paraphrasing, v) Restructuring, vi) Appeal for assistance, vii) Stalling/ Time-gaining strategies.

Research Methodology

For the purpose of this study, 66 first year EFL students and 12 EFL teachers at Jahangirnagar University were chosen as the sample group for the questionnaire survey. Among the 66 students, 30 students were further selected for the oral interview task for eliciting CSs data. In total, 78 subjects participated in this study. The students and teachers of the sample group were intentionally selected from 10 different departments under 5 different faculties that offer the English language course at Jahangirnagar University (JU). Furthermore, first year students of 10 EFL classrooms in five faculties were also observed.

Table 1
A Sampling Plan of the Present Study

Names of Five Faculties	Departments	Classroom observed	Learners Interviewed	Students Surveyed	Teachers Surveyed
Faculty of Arts and Humanities	1. English	1	3	6	3
	2. Philosophy	1	3	8	1
Faculty of Biological Sciences	3. Biochemistry	1	3	6	1
	4. Genetic Engineering	1	3	6	1
Faculty of Physical Sciences	5. Computer Science	0	3	8	1
	6. Chemistry	2	3	6	1
Faculty of Business Administration	7. Marketing	0	3	6	1
	8. Management	2	3	6	1
Faculty of Social Sciences	9. Economics	1	3	6	1
	10. Geography	1	3	8	1
Total	**10**	**10**	**30**	**66**	**12**

The instruments used in collecting data for this study are of three main types:

1. Oral Interview of the EFL Students
2. Questionnaire: this instrument was used in two versions designed to survey the two groups of participant:
    a. Version 1: Questionnaire for the EFL Students
    b. Version 2: Questionnaire for EFL Teachers
3. Classroom Observation

The collected data was subjected to both qualitative and quantitative analyses. To do so, the following procedure was followed:

1. The present researcher listened to the audio-tapes and made their written transcriptions. Then, the seven different types of CSs used by the participants in the oral interview were sorted out.
2. After sorting the strategies, the frequencies of these strategies were tallied and tabulated and their percentage was calculated quantitatively.
3. The responses of the teachers and students on the effectiveness of using these CSs as gathered from the survey were similarly sorted out, tallied and tabulated.
4. Then, as part of the quantitative analysis, the questionnaire responses were processed by MS Excel to obtain sum of the frequencies and their percentages as well as to make their graphic illustrations
5. Finally, the data collected from the classroom observation notes were examined to detect the types of strategies mostly employed among the seven, with a qualitative analysis of their relation with the teaching learning situation.

Data Analysis

The seven types of CSs that are considered for analysis are-
i) Topic avoidance,
ii) Message abandonment,
iii) Code-switching,
iv) Paraphrasing,
v) Re-structuring,
vi) Appeal for assistance,
vii) Use of fillers/Stalling.

- In the interview sessions, the 30 students were observed to make use of all the seven strategies but at varying degrees. This is presented in table 2:

Table 2

Frequency of the Use of Seven Types of CSs in the Oral Interview

Communication Strategies	Frequency	Percentage (%)	Rank Order
1. Topic Avoidance	16	2.66	7
2. Message Abandonment	72	11.98	3
3. Code-switching	96	15.97	2
4. Paraphrasing	57	9.48	5
5. Re-structuring	26	4.33	6
6. Appeal for Assistance	64	10.65	4
7. Stalling/Using Fillers	270	44.92	1
Total	**601**	**100**	**10**

- An analysis of the varying use of seven CSs in ten questions is as follows:

Table 3
Frequency of the Use of Seven Types of CSs in Ten Questions

Task type	Q. no.	T.A.	M.A	C.S	Par.	Re.	App.	Stall	Total	%
Conversation	1	0	0	0	0	0	0	18	18	2.99
	2	0	6	5	0	3	0	35	49	8.15
	3	1	2	7	0	6	0	24	40	6.65
	4	0	9	7	0	1	2	16	35	5.82
	5	0	0	3	0	2	0	8	13	2.16
	6	0	2	0	0	0	0	18	20	3.32
	7	1	13	16	4	8	5	25	72	11.98
	8	0	5	3	0	0	0	16	24	3.99
Concept description	9	3	21	8	9	2	9	45	97	16.14
Picture description	10	11	14	47	44	4	48	65	233	38.77
Total	10	16	72	96	57	26	64	270	601	100

Note: T.A.= topic avoidance, M.A.= message abandonment; Code.= code-switching; Par.= paraphrase; Re= re-structure; App.= appeal for assistance; Stall.= stalling/ using fillers.

Data Analysis of the Questionnaires: Data collected from the questionnaires for EFL students (version 1) and EFL teachers (version 2) is analyzed firstly, to know their opinions about the use of the seven strategies and secondly, to find out their attitudes toward the effectiveness of these strategies.

Analysis of the Students' opinion about the use of seven CSs: The following table presents the students' opinion about the degree of using the seven CSs in their English speaking performance when they face language difficulties:

Table 4
Students Report of the Use of Seven CSs in Their Oral English Performance

Communication strategies	Often		Sometimes		Rarely		Result (the majority's opinion)
	Frequency	%	Frequency %		Frequency		
1. Topic Avoidance	20	30.30	32	48.48	14	21.21	**Sometimes(4**8.48%)
2. Message Abandonment	7	10.60	35	53.03	24	36.36	**Sometimes**(53.03%)
3. Code- switching	24	36.36	16	24.24	26	39.39	**Rarely** (39.39%)
4. Paraphrase	26	39.39	36	54.54	4	6.06	**Sometimes**(54.54%)
5. Re-structuring	19	28.78	39	59.09	8	12.12	**Sometimes**(59.09%)
6. Appeal for Assistance	34	51.51	22	33.33	10	15.15	**Often** (51.51%)
7. Use of Fillers	34	51.51	23	34.34	9	13.63	**Often** (51.51%)

Summary of Table 4: The table shows that the majority of students think that they use "topic avoidance," "message abandonment," "paraphrase" and "re-structuring" sometimes. "Appeal for assistance" and "use of fillers" are reported by them to be used often. However, the majority of the students (39.39%) think that they resort to "code-switching" only rarely.

The following table presents the teachers' opinion about the degree of using the seven CSs by the EFL students:

Table 5
The Teacher's Report of the Use of Seven CSs by the EFL Students

Communication strategies	Often		Sometimes		Rarely		Result (the majority's opinion)
	Frequency	%	Frequency	%	Frequency	%	
1. Topic Avoidance	5	41.66	6	50.00	1	8.33	**Sometimes** (50%)
2. Message Abandonment	5	41.66	5	41.66	2	16.66	**Often/Sometimes** (41.66%)
3. Code-switching	6	50.00	4	33.33	2	16.66	**Often** (50%)
4. Paraphrase	4	33.33	6	50.00	2	16.66	**Sometimes** (50%)
5. Re-structuring	4	33.33	7	58.33	1	8.33	**Sometimes** (58.33)
6. Appeal for Assistance	4	33.33	5	41.66	3	25.00	**Sometimes** (41.66)
7. Use of Fillers	3	25.00	7	58.33	1	8.33	**Sometimes** (58.33)

Summary of table 5: The majority (50%) of the teachers reported that the general tendency of the students is to use "code-switching" often. Regarding "message abandonment," 41.66% teachers opined that it was used often and equal portion (41.66%) reported that it was employed sometimes. Only few (16.66%) of them think this strategy was employed rarely. Most of the teachers reported that other strategies were used sometimes by their students.

Analysis of the Students' Attitudes toward the Effectiveness of CSs.

For this analysis, the students' responses to each subtype of the seven questions of the questionnaires (Part A, Version 1 & 2,) are analyzed. The subtypes inquired whether or not the seven strategies are helpful in communication. Answer or result is given on the basis of the majority's opinion. Analysis of the teachers' responses is presented in table 5 and the students' responses are presented in table 7:

Table 6
Teachers' View of the Effectiveness of the CSs in Communication

Communication Strategies	"Do you think [the strategy in question] helps in communication?"				Answer (the majority's opinion)
	Yes	%	No	%	
1. Topic Avoidance	1	8.33	11	91.66	**No**
2. Message Abandonment	-	00.00	12	100.00	**No**
3. Code-switching	9	75.00	3	25.00	**Yes**
4. Paraphrase	11	91.66	1	8.33	**Yes**
5. Re-structuring	10	83.33	2	16.66	**Yes**
6. Appeal for Assistance	11	91.66	1	8.33	**Yes**
7. Stalling/ Using Fillers	8	66.66	4	33.33	**Yes**

Table 7
Students' View of the Effectiveness of the CSs in Communication

Communication Strategies	"Do you think [the strategy in question] helps in communication?"				Answer (the majority's opinion)
	Yes	%	No	%	
1. Topic Avoidance	32	48.48	34	51.51	**No**
2. Message Abandonment	20	30.30	46	69.69	**No**
3. Code-switching	47	71.21	19	28.78	**Yes**
4. Paraphrase	63	95.45	3	4.54	**Yes**
5. Re-structuring	59	89.39	7	10.60	**Yes**
6. Appeal for Assistance	62	93.93	4	6.06	**Yes**
7. Stalling / Using Fillers	43	65.15	23	34.84	**No**

Apart from the previous analyses, participants' view of the effectiveness of the seven strategies is gained by the analyzing their responses to the last two questions (no. 8 & 9) of Part A of the questionnaires.

Analysis of Question no. 8, Part A: "Which ones (among the seven) seem to you the most effective strategies?"

Table 8
The Most Effective CSs among the Seven as identified by the Respondents

Communication Strategies	Teachers		Students	
	Frequency	%	Frequency	%
Paraphrasing	8	80	31	53.44
Restructuring	3	30	20	34.48
Appeal for Assistance	3	30	28	48.27
Code switching	1	10	16	27.58

Analysis of Question no. 9, Part A: "Which ones (among the seven) seem to you the least effective strategies?"

Table 9
The Least Effective CSs among the Seven as identified by the Respondents

Communication Strategies	Teachers		Students	
	Frequency	%	Frequency	%
Topic Avoidance	6	60	37	63.79
Message Abandonment	2	20	18	31.03
Restructuring	1	10	00	00.00
Stalling/ Use of Fillers	1	10	14	24.13
Code-switching	1	10	7	12.06

Summary of the tables (8 & 9) and the figures (8 & 9): In response to question no. 8 and 9 (Part A), most of the teachers (80%) viewed "paraphrase" as one of the most effective strategies among the seven and most of them (60%) regarded "avoidance" as the least effective strategy. The figures show that students' responses vary slightly from those of their teachers regarding "paraphrase," "appeal for assistance," "code-switching," and "stalling."

Analysis of EFL Classroom Situation in Relation to the Use of CSs at JU: A qualitative analysis of classroom observation notes:

  i.   The oral task in which the students were engaged in the eight EFL classes was answering questions. Interaction with peers in English was less frequent.
  ii. Two classes were on presentation. In these classes, students employed "stalling" or time-gaining strategy the most but not others.
  iii. Five classes were directly related to speaking skill lessons.

iv. The general tendency of the teachers was to make their students speak in English. However, "code-switching" was frequent.

v. In some cases the teacher provided the respondents with corrective feedback when they resorted to the use of CSs.

- A quantitative analysis of the frequency of using seven CSs by respondent in EFL classrooms at JU:

Table 10
Use of Seven CSs in Ten EFL Classrooms

Class	T.A.	M.A.	Code-.	Par.	Re-.	Appl.	Fill.	Total
1	0	2	23	0	4	18	20	**67**
2	0	5	5	0	2	0	10	**22**
3	0	0	4	0	4	5	2	**15**
4	0	0	15	0	0	1	3	**19**
5	1	4	6	0	3	0	4	**18**
6	2	0	9	0	1	3	8	**23**
7	0	1	18	0	4	2	5	**30**
8	0	1	0	0	2	0	16	**19**
9	0	3	0	0	0	0	28	**31**
10	0	0	2	0	0	0	0	**2**
Total	3	16	82	0	20	29	96	246
%	1.21	6.50	33.33	0	8.13	11.79	39.02	100

Note: T.A.= topic avoidance, M.A.= message abandonment; Code.= code-switching; Par.= paraphrase; Re.= re-structure; Appl.= appeal for assistance; Fill.= fillers.

- Analysis of the questionnaires (Part B, Version 1 & 2): 62 out of the 66 students think that they don't use the strategies consciously and 57 % remarked that they employ "paraphrase" and "code-switching" mostly in the class. In the questionnaire survey of the teacher, 10 out of the 12 teachers remarked that their teaching materials involve the students in using the strategies. 9 teachers remarked that they consciously test the CSs used by the students and all thinks that CSs can facilitate EFL learning.

Findings and Discussion

In the oral interview task the participants made use of all the seven types of CSs which implies that the students encountered language difficulties and this fact matches with the initial hypothesis of this study. Table 4 demonstrates that the students resorted more to L1 based strategy than to the L2. This is again indicative of their low proficiency in spoken English. According to Ellis (1985), students who have low proficiency prefer L1 strategies. This is because they lack the vocabulary or grammatical knowledge required for L2 based strategies.

The most important finding of oral interview analysis (see Table 2) is that the students use the reduction strategy, "message abandonment" 72 times, which is more than the use of achievement strategies like, "paraphrasing" (57 times) and "re-structuring" (26 times). This tendency is regarded problematic by many researchers (Faerch & Kasper, as cited in

Ellis, 1985; Corder, as cited in Ellis, 1994) who think that reduction strategies do not really help in the students L2 learning. CSs are thought to be facilitative when the achievement strategies, particularly the L2 based strategies (e.g. paraphrase, re-structure, etc.) are used. To discuss how the strategies were used in answering the 10 questions the following description of each communication strategies and their examples should be considered.

Topic avoidance: It is a reduction strategy which was employed 16 times by the participants (see Table 3). Many students simply refused to answer to question no. 10 which required them to describe pictures of "winnowing" "waterlogged," "yolk and egg shell," etc. because they did not know or could not recall the words required. This use of the avoidance strategies indicates that those students lack lexical knowledge and also lack practice.

- Example of Topic Avoidance (picture description: winnowing):
  Researcher: Can you describe what you see in this picture?
  Participant: Some women...urmm...I can't say...na.

Message abandonment: In the oral interview, the frequency of using this reduction strategy as presented in Table 2 occupies the third highest rank (72 times, 11.98%). It was employed mostly (21 times) in describing concepts (see Table 3). This strategy was employed due to lexical as well as syntactic difficulty. Particularly interesting were the instances in which the participant produced minimum response in English, but when given a chance to clarify the ideas s/he intended to convey in Bangla, s/he put forth vivid and eloquent responses. This in turn revealed what messages the participant abandoned while speaking in English.

- Example of Message abandonment (concept description: "university"):
  Researcher: now, can you say something about this in English?
  Participant: University is an educational place umm where self education is
important. We can get help from seniors, brothers and sisters…emm if we want, we can go our teacher. In this case, we must *(pause)*…go to them.
  [Clarification: the participant wanted to say that students must go to the teachers on their own.]

Code-switching: This is an L1 based achievement strategy used 96 times in the oral interview, mainly in describing pictures (see Table 3). Participants simply switched in Bangla intentionally when they could not finish the sentence in English or when they lacked the vocabulary needed in that context. For example, while speaking in English, some participants retained words like "mane" "arki" "je" which are frequently used in Bangla conversation.

- Example of Code-switching (picture description: a grocery):
  Researcher: What do you see in this picture?
  Participant: Some men... *(long pause)*...it's a 'mudir dokan' *(laughs)*.

Paraphrasing: Table 3 reveals that this L2 based achievement strategy was used 57 times and was used only in responding to the picture description task. The main reason for employing this strategy was again the participants' lack of lexical knowledge in English. However, "clarification" part also revealed that some of them really knew the words but couldn't recall at that moment, which implies that the difficult was partly due to a lack of fluency. These uses of paraphrase showed their willingness to continue speaking by utilizing their existing knowledge of the TL.

▪ Example of Paraphrasing (oral interview question no. 10, picture description, picture 7):
Researcher: What do you see in this picture?
Participant: it's a broken egg, two part, outer part and inner part, outer part is….calcium carbonate *(laughs)*, inner part- white part is transparent and yellow part is liquid *(louder)*… albumin and globulin *(laughs)*.

Re-structuring: It was used only 26 times (see Table 3), mainly in answering question no. 7: "Would you like to share any interesting experience you had recently?" This is also an L2 based achievement strategies. Participants usually resorted to re-structuring as a means of self-repair, when their original sentence could not be completed. the pattern of their re-structuring implied that the particular language difficulty was related mainly to English syntax.

▪ Example of Re-structuring (oral interview, question no. 2):
Researcher: Do you think learning English is important?
Participant: Yes…ermm…our communica… communication with foreign *(speeds up)* we can business with foreign traders hmm by learning English.

Appeal for assistance: It was used 64 times in total. In picture description task, it was employed 48 times which exceeded the use of all the other strategies. However in conversation it was used only 7 times (see Table 3). This is regarded as an achievement strategy. It was noted that the participants often asked for help (mainly in Bangla) because they were candid with the interlocutor i.e. the present researcher.

▪ Example of Appeal for assistance (oral interview question no. 10 , picture description, picture 2):
Researcher: Can you describe this one?
Participant: It's a shop, some men…'chhobi tultese inregi ki'? *(to her peer)*.

Stalling or using fillers: This is a time gaining strategy which was used to the highest extent (270 times) among all the seven strategies (see Table 3). It was used almost equally in responding to all the three types of tasks in the interview, i.e. eight questions in conversation (160 times), picture description (65 times) and concept description (45 times). The use of this strategy showed that the participants needed time to find out the word to express their desired meaning. The mostly used filler were "urm," "hmm," and "oh."

▪ Example of Stalling (oral interview, question no.7):
Researcher: Would you like to share any interesting experience?
Participant: Yeh. umm… Some days ago… ermm… I got a prize uh... from my college. It's a ..eh urm.. given by...*(pauses a bit)* umm… for acquiring good…

The findings of the questionnaire survey are particularly considered to know the Views of the Teachers and Students Regarding the Use and Effectiveness of CSs. The results in Table 6 and Table 7 show that the majority of the EFL students reported to use code-switching "rarely," but most of their teachers reported that the students used this strategy "often." Regarding other strategies, the teachers' perception differs slightly from those of the EFL learners. The learners surveyed mostly reported that they use "appeal for assistance" and

"fillers" often. The reduction, as well as the L2 based strategies, was reported to be used sometimes. The teacher, however, mostly thought that the students used these strategies sometimes. Whatever the difference is, the findings reconfirmed the idea that the students do use the seven CSs in oral English performance.

Regarding the effectiveness of these strategies, the teachers unanimously (100%) believed that reduction strategy like "message abandonment" does not help in communication (see Table 6). Similarly, almost all of them (91.66%) viewed "topic avoidance" equally less effective. The majority of the teachers opined that other strategies like "code-switching," "appeal for assistance," "paraphrasing," and "restructuring" help in communication. The students' perception in this respect was almost similar to that of their teachers (see Table 7). However, most of them found "stalling" as not so helpful, while their teachers found it ok.

Further clarification is gained from the findings of the quantitative and qualitative analyses of the open questions (no. 8 & 9, Part A) of the questionnaires. The two tables (8 & 9) show that, among the seven strategies, the teachers perceived paraphrasing and restructuring as more effective strategies. These teachers reaffirmed that avoidance was the least effective strategy. As for the students, none found re-structuring as ineffective, but few teachers (10%) viewed it so. The students also opined in favour of "appeal for assistance" and "code-switching" more than their teachers had.

Findings of the EFL Classroom Observation in Relation to CSs

Findings of the data collected through classroom observation form is that the mostly used strategies in classroom context were code-switching and the use of fillers or hesitation devices (see Table 10 for detail). The use of "paraphrasing" was absent.

Besides, finding of the teachers' and students' responses to Part B of the questionnaires also shed lights on the classroom situation in relation to CSs. While the teachers think that the teaching materials engages the students in CSs use and these are tested consciously, the students think that they do not use these strategies consciously at all. One reason for this inconsistency may be because the teaching and learning of the CSs are not introduced formally into the classroom practice. Therefore, even though the teachers' are conscious about their students use of the strategies, the students are not. This, in turn, reveals that the students are not trained to use the communication strategies in English speaking performance. The finding that the respondents in the classroom and the participants of the oral interview resorted to the L1 based and time-gaining strategies more than they employed the L2 based achievement strategies, actually reconfirms this fact.

To sum up, the EFL learners in Bangladesh are found to use CSs like learners of other countries across the world as studied by the numerous researchers of those countries (as mentioned previously in this study). It is, in fact, a part of their general learning process in which they constantly attempts to make the communication task easier, either consciously or unconsciously.

Conclusion and Recommendations

The study revealed that these learners employed CSs like 'topic avoidance,' 'message abandonment,' 'paraphrase,' 'restructuring,' 'code-switching,' 'appeal for assistance' and 'stalling' in their oral English performance. The teachers and learners report on the use of these strategies also reconfirmed this fact. These strategies were employed especially in natural and spontaneous communication situation in order to overcome communication gaps that occurred due to their inadequate knowledge of English. The type and the rate of using CSs uphold that the learners' difficulties are mainly related to the vocabulary and syntax of English.

The mostly used strategy in the oral interview task was time-gaining strategies or "stalling," followed by "code-switching." In the classrooms also, learners were observed to use these strategies the most. However, this varied from what the participants reported in questionnaire survey. The whole study revealed that learners' choice of the CSs varied according to the situations and the nature of the data elicitation tasks. Apart from this, the general attitude of the teachers and the learners towards the use of these strategies is that they think five out of the seven strategies facilitate communication. The majority opined that avoidance strategies should be avoided.

To conclude, the present study sheds some lights on the state of CSs in Bangladeshi EFL context and its purpose is to contribute to the ongoing EFL research of the country. Though the study involves a small-scale investigation, it is able to detect the nature of difficulties that EFL learners often face and the types of tactics they resorts to in such cases. In general, it can be said that an awareness of the communication strategies is necessary to bring out the maximum benefit from their use.

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Impact of Automated Clearing House: A Utilitarian Overview

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Abstract

Once upon a time, one would pay by paper check consisting of little pieces of paper and with the correspondent bank's details portraying the validity of the documents. When somebody wanted to pay someone else, they would write on the piece of paper, and the recipient would use the reputation of the bank and/or other authenticating documents to determine whether to accept the payment. Banks are the financial institutions that play a vital role of a country's economy. With ever emerging competitive world, banks require dynamic executives with modern banking knowledge and experience along with highly advanced technology to survive and cope with emerging market. Even though today people still carry the little pieces of paper around, however they are no longer really used as checks. Today, most checks are converted into an EFT transaction (electronic fund transfer) before deposit. The particular kind of EFT is called Automated Clearing House or ACH which is the main focus of the present study.

Key Words: Automated Clearing House (ACH), Overall Banking, Electronic Fund Transfer (EFT).

Introduction

ACH was created when the ever increasing amount of paper checks used by both businesses and consumers regarding their bill payment would eventually overwhelm available through computer systems and not allowing the efficient processing and sorting of checks. The Federal Reserve intervened and agreed to provide the computer systems necessary to process and settle the ACH items between the financial institutions. In 1974, NACHA (National ACH Association) arose from regional ACH organizations and acted to coordinate the establishment of rules to facilitate the nationwide clearing of ACH payments. NACHA is the organization responsible for developing the rules and the standards regarding ACH transactions.

Objectives of the Study

The main objectives of ACH (Automated Clearing House) are to:
1. Increase economic activity by creating a modern and efficient payment and settlement system
2. Improve Clearing times for all payment streams
3. Decrease costs associated with funds transfer thus lowering the cost of financial transactions
4. Expand the outreach or widen access of financial services to rural areas and reduce poverty
5. Reduce the use of paper based instruments e.g. checks and cash.

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Methodology of the Study

The study has been based mainly on secondary data supported partially with primary data. Also the study is performed based on the information extracted from different sources collected by using a specific methodology. The main sources of data used in this study were the annual report of the NACHA (National ACH Association).

Automated Clearing House

The Automated Clearing House (ACH) is an electronic payment network used by individuals, business financial institutions and government organizations. Electronic ACH provides better cash management capabilities and lower cost than traditional payments. ACH was created in the early 1970s. The National Automated Clearing House Association (NACHA), the association that oversees the electronic funds transfer system known as the ACH Network, implemented a new rule on September 18, 2009, which may affect customers who originate or receive ACH transactions. The rule change, made at the request of the Office of Foreign Assets Control (OFAC), requires additional information on certain ACH transactions that will enable banks to identify and screen a payment transaction involving a financial agency's office located outside the U.S.A. Currently, there are internationally funded payments that are originated into the U.S. ACH network that cannot be identified as international transactions. Office of Foreign Assets Control (OFAC) requested that NACHA modify the NACHA Operating Rules to adequately identify international transactions and have banks review for OFAC compliance. This is very similar to what we currently do for all incoming and outgoing wire transfers. As a result of the request, NACHA has created a new transaction code called IAT, which stands for International ACH Transaction. An IAT is an ACH entry that is part of a payment transaction involving a financial agency's office.

ACH Payment Processing

ACH Payments are often referred to as "Electronic Check" payments since the transaction is an electronic debit or withdrawal from a business or consumer bank account. ACH is an acronym for the Automated Clearing House .The ACH system is the most instant, economical, reliable and efficient payment system throughout the world. The ACH Network allows funds to be exchanged electronically between banks and their individual account holders. Although ACH Services are offered by many banks to certain types of account holders, utilizing the services of an ACH Processor such as TELEDRAFT can be a more efficient, less costly and more manageable approach by employing ACH Payments. ACH Processing Features by Teledraft are:

- ➢ Individual Payments through Virtual Terminal
- ➢ Automated Recurring Payments
- ➢ Batch Billing or Payments
- ➢ Web Services Interface
- ➢ FTP File Exchange
- ➢ Secure Payment Vault
- ➢ EFT (Electronic Funds Transfer) via ACH for Cash Distributions
- ➢ Payment Verification.

Individual Payments through Virtual Terminal

The Virtual Terminal, within the TELEDRAFT System allows you to instantly initiate ACH (and/or Bank Card) Payments manually from any PC with Internet access by entering minimal information to include the payer's bank routing and account numbers into the payment screen. You can also utilize the Virtual Terminal to make an Electronic Funds Transfer in the form of an ACH Credit to pay a vendor, perform a refund or distribute compensation or other revenues to individuals or businesses.

Automated Recurring Payments

The Recurring Billing Screen allows one to schedule an automatic recurring debit or payment on a specified cycle. That cycle can be a daily, weekly, monthly, bi-monthly or annually.

Batch Billing or Payments

TELEDRAFT provides one with easy to use software at no cost which enables him/her to securely upload a batch file containing any number of accumulated payments or bills due on whatever schedule she/he wishes and has them processed as ACH Debits or Credits.

Web Services Interface

TELEDRAFT provides simple web services access to those wishing to submit ACH (or Bank Card) payments over the Internet or initiate web services calls from within an Application Software. A comprehensive Technical & Instructional Guide and no cost Technical Support are also provided as well as a testing environment.

FTP File Exchange

Teledraft provides no cost Secure FTP (File Transfer Protocol) software which allows one to access reports and transactional data in simple Comma Separated Files that the information can be received within one's own enterprise software or management system. Alternatively, a wide variety of reports and management tools are available within the TELEDRAFT System.

Secure Payment Vault

The Secure Payment Vault facilitates the "Tokenization" and secure storage of Customer Bank Routing and Account Numbers (or Credit Card Numbers) for use in initiating future payments on behalf of those customers. A Customer Number, that is, identifying number assigned by one or by the system becomes the "Token". When a later payment is made, the Token identifies the Customer Record in the Vault, retrieves the payment data, and processes the payment automatically. Essentially, subsequent transactions, regardless of how they are initiated, are processed utilizing the payment credentials (Account or Card Numbers) on file for that Customer.

Payment Verification

The optional Payment Verification Service allows one to instantly determine the likelihood that an ACH Debit Payment will be successful. The service looks at two national databases. The first (a Negative Database) is a list of individuals who have written a material number of bad checks or have unpaid returned checks as well as lists bank account numbers recently associated with fraud. The second is a database (a Positive Database) supported by the ATM Networks. This indicates whether the bank account is open and in good standing at the payer's bank. If the payer initiating an ACH transaction is not a current listing in the negative database and the account has a positive listing in the ATM Database, the transaction is allowed to proceed, if the contrary is true, the transaction is declined. This system prevents failed or fraudulent payments as well as potential returned item fees.

EFT (Electronic Funds Transfer) via ACH for Cash Distributions

TELEDRAFT provides ACH Services in support of organizations needed to electronically remit funds to and from US Consumer and Business Bank Accounts.

Automated Clearing House in Bangladesh

The central bank of Bangladesh will introduce Bangladesh Automated Clearing House (BACH) aiming to facilitate business activities through modernizing the payment and settlement system. Under the new system, payments would be settled using an automated check clearing system and electronic fund transfer among 1050 bank branches in Dhaka initially, officials said. The Bangladesh Bank (BB), the country's central bank, also plans to extend such services to division and district levels in phases among 7000 bank branches for smooth business transactions in the country, they added. The bank has already issued a circular in this connection recently and asked chief executive officers of the commercial banks to follow the deadline for introduction of the modern payment system."Banks are required to make arrangements and develop infrastructure to meet the requirements of the new system," the BB said in its circular, adding that the central bank would adopt necessary regulations and issue operating rules and procedures in this regard. He also said the central bank has already asked the commercial banks to procure necessary software and hardware for establishing link between the bank concerned and the central bank. The BB official also said such payment and settlement system would help build a Digital Bangladesh by 2021.The BACH, the automated payment system platform, has two components — Bangladesh Automated Check Processing Systems (BACPS) and Bangladesh Electronic Funds Transfer Network (BEFTN)."We expect to introduce the BEFTN after implementing the BACPS in phases" they also said. The present payment and settlement system in Bangladesh is not at par with the best international practices, which emphasizes the need for safe and secured payment and settlement and the reduction of gap between payment and settlement.

Findings & Analyses

Benefits from adding ACH Processing

- Allows fast direct receipt of funds from a checking account
- Enables acceptance of payment from a host of methods including phone, web, or

recurring billing
- Provides 48-hour notification of non-collection of funds
- Saves time and cost of invoicing
- Reduces collection calls
- Improves cash management forecasting
- Saves time in trips to financial institution
- Reduces number of late payments due to mail delivery issues, which reduces late fees
- A perfect means to increase customer retention
- No-hassles payments from your customer
- Easy control and management of customer risk
- Eliminates cost and time of handling paper checks
- Enables auto-recurring billing from a bank account
- Secures bill pay online or over the phone
- Timely and efficient bill payment.

Risk of ACH Activities

The primary risk relating to wire transfer and ACH activities are stated below:

- Key risk and controls are not adequately identified, assessed, and monitored.
- Information technology is not aligned with wire transfer and ACH department goal and strategies.
- Duties responsibilities, and staff expertise, including segregation of operational and control functions are not adequately defined.
- Wire transfer and ACH transactions are not properly recorded and reconciled.
- Lack of compliance with internal controls, policies, procedures and specific requirements of insurance policies resulting in rejection of claims by insurers and incurrence of losses.

Conclusion & Recommendation

Though there are some problems of ACH processing but also company or customer likes ACH processing mostly . ACH payment processing increases flexibility and adds simplicity to organization. With electronic checks finally consumer should be aware that electronic checks are processed much more quickly than paper checks, sometimes within an hour. It is highly appreciable that in Bangladesh ACH is practiced in almost 95% banks in their all branches. It reduced time and manpower cost   as well as risk. Customer are highly satisfied by the ACH.

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Interlanguage of Bangla Speakers in Learning English

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Abstract

During the learning of the second language, learners develop their own language, which is neither the native language nor the target language. This is known as 'interlanguage' which continues being constructed until the standard level is achieved. This paper endeavors to pinpoint and explore the interlanguage of the Bangla speakers to learn English as a foreign language by exemplifying and drawing comparisons between the two languages. The development of interlanguage, which is actually the learners' individual language constructed under the influence of their native language to a great extent and the target language to some extent, can be identified with five cognitive processes— 'language transfer', 'transfer of training', 'strategies of L2 learning', 'strategies of L2 communication' and 'overgeneralization'. Thus while learning the foreign or target language in a considerable variety of interlanguage between systematic and unsystematic linguistic forms and rules, the learners from their point of view may perceive it correct what they say whereas the native speakers from their standpoint consider it incorrect.

Key Words: Interlanguage, transfer, cognitive, communicative strategy, overgeneralization.

Introduction

Interlanguage, which is the personal or individual language of the learners of a foreign or second language, developed steadily in the entire process up to the acceptable level of picking up the target language, receives substantial importance. From the beginning of learning English to the reaching of a standard of that language, the English learners of Bangla speakers usually express their ideas and feelings in interlanguage. Because of their lack of full capacity to express in the target language, they take recourse to it, and thus develop their ability by creating their own variety through trial and error. But this variety is in no way tantamount to that of the native speakers. The importance of interlanguage, nevertheless, cannot be undermined as they learn the language in their calumniating phase until and unless they fail to master the English language. Interlanguage can be defined as "the type of language produced by second- and foreign-language learners who are in the process of learning a language." (Richards, John, and Heidi 145)

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Another definition of interlanguage is available in Wikipedia, where it is said that interlanguage is a continuous process until enough proficiency is gained:

> An interlanguage is an emerging linguistic system that has been developed by a learner of a second language (or L2) who has not become fully proficient yet but is approximating the target language: preserving some features of their first language (or L1), or overgeneralizing target language rules in speaking or writing the target language and creating innovations. An interlanguage is idiosyncratically based on the learners' experiences with the L2.

<div align="right">("Interlanguage")</div>

Interlanguage is embedded on the theory that there is a "psychological structure latent in the brain" which is activated when one tries learning a second or foreign language. Larry Selinker is said to have pioneered the theory, but Uriel Weinreich as well as others has also contributed to forming the basic concept before Selinker's 1972 paper. Selinker has noticed that the utterances made by the learners in a given circumstance are different from those of native speakers to express the same meaning. This system can be observed while studying the utterances of the learners of Bangla speakers who try to convey the meaning in using English, but it is not noticeable when the same learners do form-focused tasks, such as oral drills in a classroom. Interlanguage is variable in different contexts; for instance, it may be more appropriate, complex and fluent in one discourse area than in another. That is, interlanguage becomes more or less target-like when produced in different social contexts. "To study the psychological processes involved one should compare the Interlanguage of the learner with two things. These two things are as under: (1) Utterances in the native language to convey the same message made by the learner (2) Utterances in the target language to convey the same message made by the native speaker of that language." ("Teaching English Interlanguage")

The practice of interlanguage is a vibrant microcosm of linguistics. It is possible to utilize an interlanguage perspective to the Bangla speakers' latent knowledge of the English language sound system (interlanguage phonology), grammar (morphology and syntax), vocabulary (lexicon), and language-use norms as well as rules, which are found among the learners of Bangla speakers (interlanguage pragmatics). By elaborating the ways in which English learners of Bangla speakers' language complies with the universal linguistic norms and rules, interlanguage research has made considerable contribution to our understanding of linguistic universals in the English language acquisition.

Methodology

This research has been conducted by concentrating on and extracting the materials found from print and online sources. Then data have been analyzed carefully and an outline of the paper has been made. Next, all the materials have been generalized and the first draft of the paper has been made followed by the second draft. In the end the final draft has been made, and the paper has been prepared following the mechanics of writing.

The Variable Shape of Interlanguage

The concept of interlanguage has had a significant impact on the field of second or foreign language acquisition. Studies on interlanguage focus on the linguistic and psychological aspects of research. This paper demonstrates how the concept of interlanguage

developed. Because the interlanguage concept is important for the development of the learners' grammar system, this paper also studies how it applies to the other items of language and the consequences of the concept for the teacher and the learners.

Before the 1960s language was not considered to be a mental phenomenon. It was learnt like other behavior patterns or habits. As a child learns his/her mother tongue by imitating the sounds and patterns he/she hears around him/her, adults disapprove or approve his/her efforts, and thus shape his/her correct forms. But under the influence of cognitive linguists this explanation of first language acquisition was generalized. Language cannot be verbal behavior only, since children are able to produce an infinite number of utterances that have never been heard before. This creativity is only possible because a child develops a system of rules, patterns or structures. A great deal of studies has revealed that children actually do construct their own rule system, which continues being constructed until it corresponds to the system of the adults. There is also evidence that they pass through similar stages acquiring grammatical rules. Under the influence of cognitive linguists as well as first language acquisition research, the notion developed that second language learners, too, could be viewed as actively constructing rules from the data they encounter and that they gradually adapt these rules in the direction of the target language. However, wrong and inappropriate sentences of the learners may be in regard to the target language system, they are grammatical in their own terms, since they are a product of the learners' own language system. This system gradually develops towards the rule-system of the target language. The various shapes of the learners' language competence are called interlanguage. The term draws attention to the fact that the learners' language system is neither that of their mother tongue nor that of the second language, but contains the elements of both. Errors, therefore, need not be seen as signs of failure only, but as evidence of the learners' advancement towards the target language.

While the behaviorist approach has led to teaching methods which use drills and consider errors as signs of failure, the concept of interlanguage has liberated language teaching and paved the way for communicative teaching methods. Since errors are considered to be a reflection of the students' temporary language system and therefore, a natural part of the learning process, teachers could now use teaching activities which does not call for constant supervision of the learners' language. Group work and pair work have become suitable means for language learning.

Literature Review

Interlanguage, which is more precisely 'interim language', is coined by Larry Selinker to refer to the individual or personal language of learners while learning the target language. There are a few other linguists and sociolinguists who have attempted to explain 'interlanguage'. For instance, Nemser terms it as 'approximative system'. Another linguist, Corder refers to the same phenomenon as 'transitional competence' and also Corder calls it 'idiosyncratic dialect'. Corder seems to regard interlanguage as a developmental process of transitional competence rather than a process of restructuring or generalization. Spolsky views it as the intermediate status of an L2 learner's system between the L1 and the L2. More importantly, McLaughlin defines it as "the interim grammars constructed by the second-language learners on their way to the target language" (60).

Larry Selinker also shows the development of interlanguage through five central cognitive processes involved in second or foreign language learning—'language transfer', 'transfer of training', 'strategies of L2 learning', 'strategies of L2 communication' and 'overgeneralization'. Though the processes are mistakenly considered to be separate ones, they are actually several manifestations of one principle of learning.

The first one is 'language transfer' which is actually transferred from the mother tongue of the learners to the target language. It is categorized into two types—negative transfer and positive transfer. Negative transfer, which is also known as 'interference', occurs when the learners use the patterns or rules of their native-language leading to an error or inappropriate form in the target language. It can be exemplified like this: an English learner of Bangla may use the incorrect sentence *It is raining since morning* instead of *It has been raining since morning.* It happens because of the transfer of the learner's inherent Bangla pattern which is usually confused with the present continuous tense and the present perfect continuous tense. And positive transfer, which makes learning easier, takes place when both the mother tongue and the target language usually bear the same form. For instance, both English and Bangla have many common words which can bear the same meaning such as *chair* in both languages. To clarify the terms, the following definition can be taken into account:

> Positive transfer occurs when the prior knowledge benefits the learning task—that is, when a previous item is correctly applied to present subject matter. Negative transfer occurs when the previous performance disrupts the performance on a second task. (Brown 90)

It is, however, important to note that the native language of second or foreign language learners is often positively transferred.

The second one is 'transfer of training' (also known as induced error) which occurs when the learners of second or foreign language are taught some specific features of the training process. That is, learning "the way in which a language item has been presented or practiced" (Richards, John, and Heidi 138). For example, if the teacher teaches the use of preposition *at* and exemplifies it with *I am looking at the bottle of water* by holding up the bottle in his/her hand. In this case the learners may infer that *at* means *under* and thus may make an incorrect use of it in such cases as *The mouse is at the table* instead of *The mouse is under the table.*

The third one is 'strategies of L2 learning', which occurs when some elements of the interlanguage may be the output of the effect of some particular approach to the material to be learnt by the second or foreign language learners. It is "a way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language; for example, by the use of 'generalizaton' and 'inferencing'" (Richards, John, and Heidi 162). Thus a second or foreign language learner of Bangla speaker may think that the first mentioned noun in a sentence refers to the person/thing performing an action. For example, *The mouse was chased by the cat* may mean the same to him/her as *The mouse chased the cat.*

The fourth one is 'strategies of L2 communication', which happens when some elements of the interlanguage may result from some specific ways that the learners learn to communicate with the native speakers of L1. To put it precisely, it is "a way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary" (Richards, John and Heidi 48). Different learners may prefer different solutions to solve their problems. For instance, a learner may fail to produce *It's forbidden to blow horns here* and so s/he may say *This place, no horn.* Or, *Here not any horn.* This strategy is one type of paraphrase or sometimes circumlocution innovated by the learner.

The last one is 'overgeneralization' (also known as over-extension/over-regularization/analogy), which is a process of extending the use of a grammatical rule or linguistic element beyond its correct or accepted uses, usually by making words or structures following a more regular pattern. In plain words, it generalizes a particular thing or object or rule in the second or foreign language. For example, a child may say *ball* to generalize all the round things or say *childs* instead of children for the plural form of *child.*

Analysis

Like other speakers of different languages, the English learners of Bangla speakers undergo the process of interlanguage. In so doing, they pass through some phases like 'random error', 'emergent', 'systematic', 'stabilization' etc. Based on the five cognitive processes of developing interlanguage in the case of learning the second or foreign language, this paper now attempts to explore and exemplify it against the background of learning English as a foreign language of Bangla speakers. Many examples of those processes that occur in the learners of English of Bangla speakers can be presented here. But due to the limitation of number of words for the research, this illustration and exemplification will be confined to a few numbers.

Among the five cognitive processes the first one is 'language transfer', which is also split into 'negative transfer' and 'positive transfer'. When the Bangla speakers begin to learn English, they usually become confused in using the appropriate tenses. This process happens because of the influence of the learners' native language- Bangla in terms of words, syntax, usage etc. Here the learners borrow the patterns, rules and structures from Bangla. This phenomenon can be exemplified in the following table first on 'negative transfer', then on 'positive transfer':

Usual use of Bangla Speakers	Influences of Bangla/English patterns/ Structures	Correct Use in English
I *am seeing* a bird.	*Aami paakhi dekhchhi.* Influence of Bangla present continuous tense	I see a bird.
I *know* her for a long time.	*Aami take onekdin dhore chini.* Influence of Bangla present tense	I have known him for a long time.
He *is* ill since Monday.	*She shombar theke oshushtho.* Influence of Bangla present tense	He has been ill since Monday.

It *is* raining for an hour.	*Ek ghonta dhore brishti hochchhe.* Influence of Bangla present continuous tense	It has been raining for an hour.
He *has come* yesterday.	*Shey gotokal eshechhe.* Influence of Bangla present perfect tense	He came yesterday.
Is he go there?	*Shey ki shekhane jay?* Influence of Bangla *ki* as in *shey ki oshustho/Dhakay etc.*	Does he go there?
He can *to* go to college.	*Shey jete pare.* Influence of Bangla *te* suffix as in *jete/khete chai.*	He can go to college.
She *sing* a song.	*Shey gaan gay.* Influence of English pattern I/You/They/We sing.	She sings a song.
When it *will* stop raining, *then* we'll go out.	*Jokhon brishti thambe tokhon aamra baire jabo.* Influence of Bangla future tense	When it stops raining, we'll go out
I congratulate you *for* your success.	Influence of Bangla preposition *jonno*	I congratulate you on your success.
Nobody *cannot* do it.	Influence of Bangla *na*	Nobody can do it.
I am *student.*	*ami chhatro.* Influence of Bangla	I am a student.
My all friends helped me.	*Aamar shob bondhu aamake shahajjo korechhilo.* Influence of Bangla pattern	All my friends helped me.

Now some examples of 'positive transfer' can be presented in the following table. It is called positive because it makes Bangla speakers learn English easily. It is usually obvious in the languages of the same origin. As Bangla and English originated from the same Indo-European language block, they have some similarities, and thus facilitate the learning process. For further information, the following table can be taken into account:

Usual Use of Bangla Speakers	**Common patterns/structures**	**Correct Use in English**
table, chair, computer, calculator, stadium, cinema, bus, train etc.	many same words are available in both languages	table, chair, computer, calculator, stadium, cinema, bus, train etc.
This is a *very expensive shirt*.	Same pattern (adv + adj + noun) as Bangla	This is a very expensive shirt.
Tenses in Bangla	most of the Bangla tenses are	

	available in English.	
Pronunciations by Bangla speakers are fairly intelligible	Most of the sounds of English are present in Bangla	

The second one is 'transfer of training', which occurs when the learners of English of Bangla speakers misconceive of a rule, pattern or structure presented to them by the trainer. Again, another table can be observed:

Usual Use of Bangla Speakers	Influences of Training	Correct Use in English
I am used to *take* tea.	after 'used to' base form of verbs are used	I am used to taking tea.
She is looking *up* the flower.	when the flower is being held up and taught like this, the learner thinks that it means 'up' instead of 'at'	She is looking at the flower.

The third one is 'strategies of L2 learning', which is split into 'metacognitive', 'cognitive' and 'socioaffective' strategies. Among the three, the latter actually falls into the communication strategy. This process is an attempt to decipher the meaning and usage of words, rules, and other aspects of the English language. As a result, the learners of Bangla speakers usually resort to 'generalization', 'inferencing', 'repetition', 'translation', 'note taking', 'imagery', 'keyword', 'contextualization', 'question for clarification' etc. The following table contains some example of this phenomenon.

Usual Use of Bangla Speakers	Influences of L2 learning	Correct Use in English
English *speaks* across the globe	inability to differentiate between the active and passive voice	English is spoken across the globe.
The boy was jilted by the girl.	inability to identify 'who was jilted, the boy or the girl?'	

The fourth one is 'strategies of L2 communication', which are related to learning styles. The English learners of Bangla speaking people use production strategies so as to communicate their messages, but this strategy is a source of error. They use their known words and grammatical rules to express the desired meanings. Thus syntactic or lexical avoidance, word coinage, circumlocution, false cognates, and prefabricated patterns are some

examples of the communication strategy. This process is elaborately exemplified in the following table:

Probable Use of Bangla Speakers	Influences of L2 Communication	Correct Use in English
Dhaka, many people live.	insufficient knowledge of English	Many people live in Dhaka.
With long long hair a man I saw	insufficient knowledge of grammar	I saw a man with long hair.
natural helicopter	word coinage	dragon-fly
It is *a cloth for wiping the face.*	lack of vocabulary/ circumlocution	It is a handkerchief.
We gave him… (showing the clapping).	Nonverbal use	We applauded him/ We clapped him.
House (meaning a thatched one)	Approximation	a thatched house
I killed a bird with a *gulti*.	borrowing from native language/language switch	I killed a bird with a catapult.
My going did not happen.	literal translation	It was not possible for me to go.

The last one is 'overgeneralization', which is noticed in the second language learners of Bangla speakers when, at the beginning and intermediate level, they learn a rule or an item and generalize it, bracket it in the same pattern or structure as others. This can occur at a number of levels—at phonetic, grammatical, lexical and discourse level. Sometimes the learners extend the patterns or structures from the English language. For example, they can do it by drawing analogies. Some other examples of 'overgeneralization' are given below:

Probable use of Bangla Speakers	Influences of Overgeneralization	Correct Use in English
He *go* to school.	Influence of the pattern I/you/they/we go.	He goes to school.
Look at the *ball* in the sky.	Similarity of roundness to mean 'the moon'. Lexical level error.	Look at the moon in the sky.
I see a cow. (pointing at a bull)	lexical level error.	I see a bull.
Mans and *womans* were present there.	influence of plural pattern using 's'	Men and women were present there.
I *taked* him to hospital.	Generalization of past pattern adding '-ed'	I took him to hospital.
He asked me *what is your name*?	as in Bangla *Shey aamake jiggesh korlo aamar naam ki?* overgeneralization of interrogation.	He asked me what my name was.
Involation,	as in innovation,	involvement,

revolvation etc.	calculation etc.	revolution etc.
handfull, carefull, housefull etc.	influence of the word/suffix 'full'	handful, careful, houseful etc.
wellcome, allready etc.	influence of the words 'well' and 'all' respectively	welcome, already etc.
He is a doctor.	after learning the pronunciation of 'r', the Bangla speakers may pronounce 'doktor'. Phonetic level error.	He is a doctor(r).

Conclusion

In fact, without the help of the native language, it is not possible for the adults and the adolescents to learn the second or foreign language. Unlike children, the adults and the adolescents undergo the interlanguage process, which is actually not stable, rather always in a state of flux. To them, the native language is a major source of learning the target language. Like the learners of English of other languages, Bangla speakers share some common phases of interlanguage development through the patterns, structures, grammars, vocabulary of their native language and the target language. In this case the first phase is called *random errors,* in which the Bangla speakers are slightly conscious of the systematic order to a particular class of items, rules or structures. The second phase is *emergent,* in which the learners find increasing consistency in linguistic production. Thus if the English learners of Bangla speakers master some rules, which may not be "correct" by the target language standards, they are notwithstanding legitimate in the mind of the learners. The third phase is *systematic* phase, in which the learners can show some consistency in producing the target language. And the final phase is *stabilization* phase, in which the learners make few errors and are fluent. Here the learners can stabilize too rapidly.

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Provisions, Contingent Liabilities and Contingent Assets: the Real Accounting Treatment in a Certain Situation

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Abstract

Accounting profession has been increasing all over the world with the updated information based on business and society needs. To keep pace with the global needs, it is changing its policies across the world. Therefore, new policies and regulations have been implemented for the new situation or replacing the old one with the new version. IAS 37 is one of the International Accounting Standards (IAS) that gives a detailed knowledge about a situation where appropriate treatment can be given for provisions. To explain this standard, some examples, definitions, graphs, tables and different terms have been used which would help understand the topic. In this article, we have tried to find out the problems of this area and its consequences thereof. A large number of manipulations and applications of creative accounting are being used due to the lack of knowledge in this area. After reading this article, one can find himself or herself to be fit to face the challenge of such problems as IAS 37 covers provisions, contingent liabilities and contingent assets that give users a detailed idea and knowledge of its applications. It also explains the true accounting treatment of a certain situation. Thus, this is an issue where creative accounting may arise.

Key Words: Provision, Assets, Contingent Assets, Contingent Liabilities, Warranty Provision.

Background of the Study

Before the introduction of IAS 37 Provisions, contingent liabilities and contingent assets, a large number of manipulations were used in the grounds of prudence. The company kept huge amount of money for any future purpose; for example, future repair and maintenance. But finally the company used this money for other purposes for which no proper explanations could have been derived.

Objective of the Study

The objective of the study is
i) to find out the undisclosed provision.
ii) to see whether the proper use of provision is ensured.
iii) to apply the proper knowledge of provision.

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Methodology

In this article we have used our basic understanding that we acquired in ACCA studies, a professional degree in accountancy. We have taken some help from our ACCA books F7 (*Financial Reporting*) and P2 (*Corporate Reporting*) and from the Institute of Chartered Accountants of England and Wales (ICAEW) where details about the problem have been discussed. Here we have tried to present the matter in an easy way for the readers.

Definition of Provision

"A provision is a liability of uncertain timing or amount"

(Wiley 2008, p 317).

If we explain the definition we find-

Liability – certain
Timing – uncertain
Amount – uncertain

Example: SONY electronics sells electronics goods to various groups of customers. It gives warranty for a certain period of time; that means, any fault will be repaired or replaced during the warranty period.
When the company sells goods, it keeps provision because

Liability – certain (return will come for defective goods)
Timing – uncertain (when the goods will return)
Amount – uncertain (how much?).

Features of Provision

a. Present obligation (legal or constructive) result of past obligating event.
b. Probable future outflow of economic benefit.
c. A reliable estimate of amount of obligation.

If any one of these conditions is not met, no provision may be recognized.

Recognition

A provision should be recognized when:
(a) an entity has a present obligation (legal or constructive) as a result of a past event;
(b) it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation; and
(c) a reliable estimate can be made of the amount of the obligation.

(Wiley IFRS 2008, Para 14-15)

If these conditions are not met, no provision shall be recognized. In rare cases it is not clear whether there is a present obligation. In these cases, a past event is deemed to give rise to a present obligation if taking account of all available evidences; it is more likely than not that a present obligation exists at the end of the reporting period.

Measurement

The amount recognized as a provision shall be the best estimate of the expenditure required to settle the present obligation at the end of the reporting period. The best estimate of the expenditure required to settle the present obligation is the amount that an entity would

rationally pay to settle the obligation at the end of the reporting period or to transfer it to a third party at that time. Where the provision being measured involves a large population of items, the obligation is estimated by weighting all possible outcomes by their associated probabilities. Where a single obligation is being measured, the individual most likely outcome may be the best estimate of the liability. However, even in such a case, the entity considers other possible outcomes.

(Wiley IFRS 2008, Para 36,37,40 second edition)

Liability: (Features)
   a. Result of past event
   b. Present obligation
   c. Future outflow of economic benefit.

Asset: (Features)
   a. Result of past event
   b. Control
   c. Future economic benefit.

Obligation

An obligation is something that cannot be avoided. Obligation is of two types.
   a. Constructive obligation (policy based)
   b. Legal obligation (legal based)

a. Constructive obligation: arises from
   i. established pattern of past practice.
   ii. published policies. Example: compensations for accident.
   iii. specific statement that it will accept certain responsibility.

Example: While shopping in a shopping center, Mr. Ahmed broke his leg sleeping on the floor as it was wet. The owner of the shopping center pays all the compensation for his treatment. This is a constructive obligation, not legal obligation.

b. Legal Obligation: arises from
   i. a contract
   ii. legislation
   iii. other operation of law.

A provision cannot be recognized unless there has been a past obligating event; i.e. an event that creates legal or constructive obligation.

Example: A retail store advertises its policy of giving refunds for faulty goods. By doing so, it leads its customers to expect that they will obtain the refunds.
Should the store recognize a provision for the estimated cost?

Solution: Before giving decisions we must answer the following questions.
   Q 1: Result of past obligating event?
   A 1: Yes (goods sold).

Q2: Present obligation?
A2: Yes (constructive obligation to pay compensation).
Q3: Probable future outflow of economic benefit?
A3: Yes.
Q4: A reliable estimate amount of obligation?
A4: Yes.

Result/ Decision: The store should recognize a provision as it fulfills all the criteria of provision.

Warranty

A warranty is an obligation to make good (repair) or replace faulty products. It is often given in manufacturing and retailing business. It is either an express (legal) or implied (constructive) obligation.

Many companies give warranties on their products. The company is then obliged to carry out repair work if the product breaks down within a certain period of time. These costs meet the recognition criteria for a provision. There is an obligation to carry out the repairs and suffer the costs. The obligation arises from past events (a sale). The transfer of economic benefit is probable (unless the products are perfect and never fail). A reliable estimate can be made of the obligation on the basis of past experience. Warranty obligation must be provided for.

Warranty Provisions

A provision is required at the time of sale rather than at the time of repair/replacement.

Measuring, Reviewing and Using Provisions

A provision should be based on the best estimate of the expenditure required to settle the provision. This will take risks and uncertainties into account. Typically it will be based on past experience and probabilities.

Again, provisions should be reviewed and adjusted at each reporting date. If they are no longer needed, they should be released back to the income statement. Provisions should only be used for their intended purpose. For example, you must not charge directors' bonus against the warranty provisions.

Onerous Contracts

"An onerous contract is a contract in which the unavoidable costs exceed the economic benefit to be received under it; i.e., unavoidable cost > economic benefit. Example, a lease contract. An onerous contract cannot be avoided."

(Wiley IFRS 2008)

Example*:* Mr. X took lease of a building to set up a school. Lease contract reveals that Mr. X needs to pay $5,000 per month rent for 10 years. Unfortunately he could not collect sufficient students to run the school. On the other hand, he cannot cancel the lease contract. Therefore,

he rents it for resident purpose and gets $3,000 per month. Here unavoidable cost is $5,000 and economic benefit $3,000. Therefore, the contract is onerous contract.

A provision should be recognized for onerous contract for the present obligation, past obligating event and future outflow of economic benefit. The signing of the lease is the past event giving rise to the obligation to make the lease payments and those payments are discounted (if the effect is material) a provision for this net cost should be recognized as an expense in the income statement in the period when the lease becomes onerous. In subsequent periods, these provisions will be increased by the unwinding of the discount (recognized as finance charge) and reduced by the lease payment made.

Provisions for Repairs and Maintenance
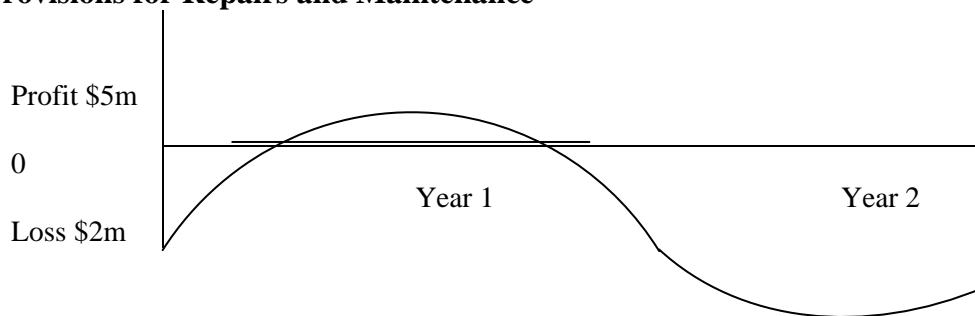
We introduce some creative accounting here. Let us say the unscrupulous director makes a provision for something that is not real. He says the head office needs refurbishment in next year and makes a provision (say $2 m). At that time he debited income statement and credited provision. At the year end he sliced off a part of this year profit. In the next year he looks around the head office and says it looks fine and does not need refurbishment. He thinks, "we do not need the provision we made last year anymore and let us write it back to the income statement." So any down turns in activity (say $2m what is meant in last year provision) goes to next year loss to show steady performance of the company. What has happened that loss valley has been filled up by the last year profit. Because most shareholders want a steady profit and do not like up and down and certainly do not like losses.

Theses were very common before IAS 37 was published. In the interest of prudence, companies would make a provision for the repairs and maintenance that they intended to complete in the next year. However, these do not meet the recognition criteria. This old provision is based on intentions rather than obligations. The directors can change their minds and cannot carry out the work. Also, repairs and maintenance relate to future events, not past events. These provisions are no longer allowed.

Environmental provisions

A provision will be made for future environmental costs if there is either a legal or constructive obligation to carry out the work. This will be discounted to PV at a pre-tax market rate.

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Example 1
A company established a coalmine at Ranipukur. The plant cost $4,000m and dismantling cost $200 million (after 10 years). Present value of dismantling cost is $150 million.
Show the accounting treatment in company financial statement.

Solution
At the inception of year 1
Dr. Plant (4,000 +150) $4,150m
Cr. Cash   4,000m
Cr. Provision (PV)   150m
At the end of year 1
Dr. Depreciation (4,150/10)   415m
Dr. Finance charge (unwinding*)   5m
Cr. Plant   415m
Cr. Provision   5m

Income Statement

Year	1	2	3	4	5	6	7	8	9	10
Depreciation $m	415	415	415	415	415	415	415	415	415	415
Finance charge $m	5	5	5	5	5	5	5	5	5	5

Statement of Financial Position

Year	1	2	3	4	5	6	7	8	9	10
Assets:										
Plant(CV) $m	3,735	3,320	2,905	2,490	2,075	1,660	1,245	830	415	0
Liabilities:										
Provision for plant $m (Cumulative)	155	160	165	170	175	180	185	190	195	200

*Unwinding cost is undiscounted finance charge. It occurs when a future amount is discounted at present value. Here $200 will be required after 10 years for dismantling and the present value of that amount $150 will be added with plant as asset but not initial outflow of cash rather as a provision.
Future value of provision $200
Present value of provision $150
Finance charge $50 (to be allocated in income statement over 10 years equally)

Restructuring, Relocation and Redundancy of Provisions

A re-structuring is a program that is planned and controlled by management, and materially changes either:
- the scope of a business undertaken by an entity
- the manner in which that business is conducted.

(Wiley IFRS 2008)

Features of Restructuring, Relocation and Redundancy

All the three features of provisions and additional two features. They are:
1. A detailed, formal and approved plan exists
2. The plan has been announced (disclosed) to those affected.

For example: A company declares dividend to the shareholders. But the notification has not been announced to the shareholders. Then it will fall under the provision.

Note: For environmental provision there is no need to meet the last two additional criteria; i.e., environmental provision must be kept if either of the two additional criteria are met or not.

Contingent Liabilities and Contingent Assets

Contingent liability is a
- possible obligation
- past event
- existence depends on occurrence or non-occurrence of future event
- beyond entity's control (may be partly)

(Wiley IFRS 2008)

There are two types of contingent liabilities
a. obligations depend on uncertain future events
b. obligations where the transfer of economic benefits is not probable or the amount of obligation cannot be measured reliably.

Example

At the year-end Omicron is defending itself in a court case. If Omicron loses, it will have to pay out $3m in fines and court fees. If they win, they will not have to pay a cent. Their lawyers have advised them that the verdict could be either way. The $3m fine is a possible obligation arising from past events but the obligation will only be confirmed by the verdict or the jury. The jury's verdict is beyond the control of Omicron.

Omicron will not recognize the $3m. Instead it will disclose details of the court case and the amounts involved in the notes to the accounts.

Contingent Asset: (Possible Assets)

- possible asset
- past event
- existence depends on occurrence or non-occurrence of future event
- beyond entity's control (may be partially)

(*Wiley IFRS 2008*, p 324)

Accounting for Contingent Liabilities

a. should not be recognized in the statement of financial position (Balance sheet)
b. should be disclosed in a note unless the *possibility* of outcome is remote.

Accounting for Contingent Assets

a. should not be recognized in the statement of financial position (Balance sheet)
b. should be disclosed if the benefit is *probable*

Decision Tree regarding Provisions
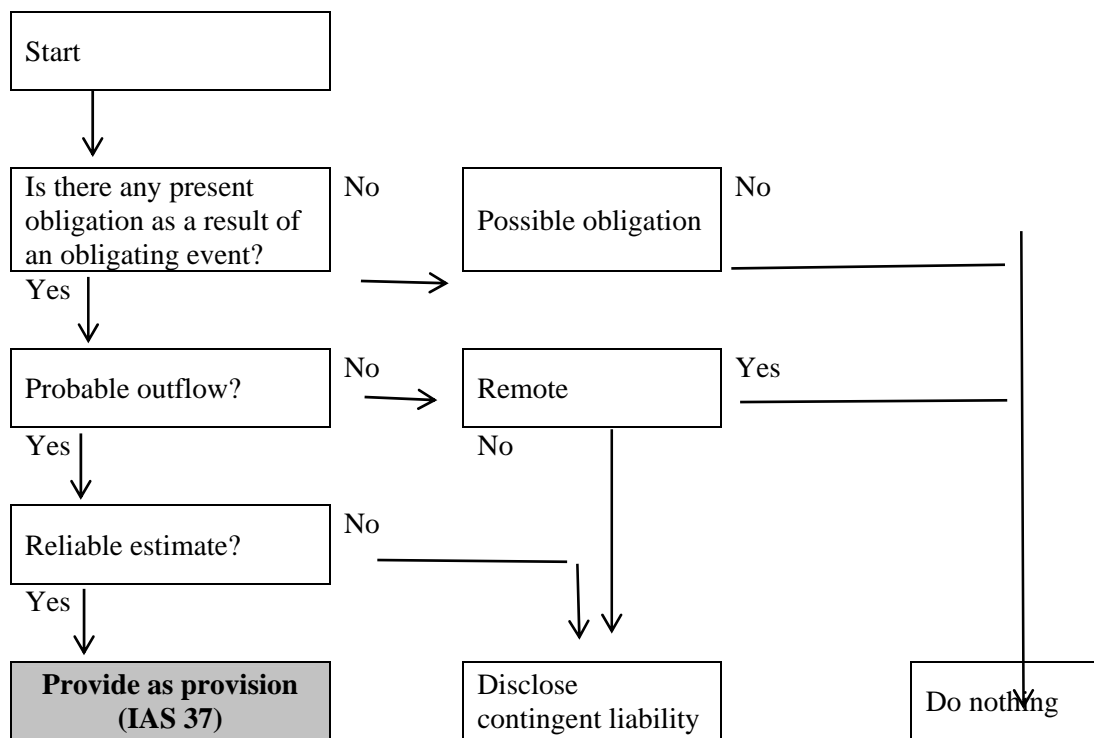
Source: ACCA text book, BPP Publication 2010, Chapter 7: Provisions, contingent liabilities and contingent assets.

Accounting Treatment of Assets and Liabilities

The accounting treatment can be summarized as follows:

Accounting treatment		
Cash flow is:	**Liability**	**Assets**
Virtually certain	Provide as a liability (Example, accounts payable)	Recognize as assets (Example, accounts receivable)
Probable	Provide as provision (IAS 37)	Disclose by note
Possible	Disclose by notes	Ignore (no disclosure is required)
Remote *	Ignore (no disclosure is required)	Ignore (no disclosure is required)

Source: ACCA text book, 2010, paper P2, Corporate reporting, provisions, contingent liabilities and contingent assets.
*Remote: If there is any liability or asset for which insurance is made it is called remote asset or liability; i.e., risk can be transferred.

Future Operating Losses

> "No provision may be made for future operating losses because they arise in the future and do not meet the criterion of a liability."
>
> *Wiley IFRS 2008*

In the past, provisions were recognized for future operating losses on the grounds of prudence. These should not be provided for the following reasons:
a. They relate to future events
b. There is no obligation to a third party. The loss making business could be closed and the losses be avoided.

Future Repairs to Assets

Some assets need to be repaired or need to have parts replaced every few years. For example, an airline may be required by law to overhaul all its aircraft every three years.
a. Provisions cannot be recognized for the cost of future repairs or replacement parts.
b. The obligation to repair parts has not yet occurred.
c. If the future expenditure is required by law, the entity could sell the asset.
d. The expenditure should be capitalized and depreciated over its useful life.

Latest Reminders and Developments

The IASB has published proposed amendments to IAS 37, 'Provisions, contingent liabilities and contingent assets'. IAS 37 is to be re-titled 'Non-financial liabilities' and would require entities to recognize all obligations that satisfy the IASB framework's definition of a liability, unless they cannot be measured reliably. Uncertainty about the amount or timing of the obligation would no longer affect whether or not a liability should be recognized, but would be reflected in the obligation's measurement. There are also proposed amendments to accounting for restructuring provisions and termination benefits. Following the exposure

draft which was issued back in 2005, the re-deliberation process has been lengthy and a re-exposure is of board proposals before the end of 2009. It has been decided that any new standard will be a new IFRS rather than amendments to IAS 37. There is further straight away guidance on the exposure draft.

<div align="right">(*PWC Journal, Vol. II, 17 Nov 2009*)</div>

Conclusion

It is clear from the above discussion that IAS 37 Provision, contingent liabilities and contingent assets play a vital role in the business for proper accounting treatment and presentation. It also helps users of accounting information that financial statements have been prepared in accordance with the international accounting standards and other applicable rules and regulations.

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