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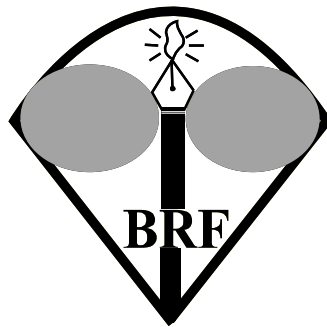
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(Md. Abdul Karim Ruman)
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X

Table of Contents

XII

XIII

The Quandary of Conflict and Choice: Robert Frost and His "Negative Capability"

Dr. Sanyat Sattar*

Abstract:

Robert Frost's poetry is often seen as quiet and pastoral, dealing with farm life and animals. There is, however, another side of his work that deals with multitude of conflicts—the dilemma of choosing the right and wrong, which is part of this mundane life. In most of the cases, Frost's poems are constituted on a particular conflict, but the conflict never reaches to any specific resolution. At times it feels like the poet is in favour of both sides. This basically is Frost's technique of "Negative Capability" of opposing forces, which rests on the belief that ambiguities and contradictions cannot be resolved.

1.

The concept of "Negative Capability" is the ability to contemplate the world without the desire to try and reconcile contradictory aspects or fit it into closed and rational systems. Frost seems to believe in a conscious balancing of the opposing forces of affirmation and negation. John Keats has been considered as the pioneer of using "Negative Capability" in his poems. He believed that great people have the ability to accept the fact that not everything can be resolved. Keats was a Romantic and believed that the truths found in the imagination access holy authority. Such authority cannot otherwise be understood, and thus he writes of "uncertainties". This "being in uncertainty" is a place between the mundane, ready reality and the multiple potentials of a more fully understood existence. Here Keats brings opposites together, but without the sense of confusing them. He accepts a double nature of things as a creative insight. In a letter to his brothers, Keats describes this genius as "Negative Capability":

> I had not a dispute but a disquisition with Dilke, on various subjects; several things dovetailed in my mind, & at once it struck me, what quality went to form a Man of Achievement especially in literature & which Shakespeare possessed so enormously - I mean Negative Capability, that is when man is capable of being in uncertainties, Mysteries, doubts without any irritable reaching after fact & reason. (Wu 1351)

William Shed in his *Poets With Conflicts* elaborates the term "conflict" as "an emotional state characterized by indecision, restlessness, uncertainty and tension resulting from incompatible inner needs or drives of comparable intensity" (86). Thus "Negative Capability" and "conflict" seem to state basically the same thing. What Keats leaves out of his concept is "restlessness" by avoiding an irritable reaching after fact and reason.

Writing in Keats' biography Walter Jackson Bate describes this poetic credo:

In our life of uncertainties, where no one system or formula can explain everything, what is needed is an imaginative openness of mind and heightened receptivity to reality in its full and diverse concreteness. This, however, involves negating one's ego. (39)

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Question arises that how can we apply these poetic principles to creativity and conflict? Clearly, for Keats, in order to be able to create true poetry, one had to be able to remain in what may be states of conflict without "irritably" reaching after facts, or reasons. By not imposing one's self upon the doubts and uncertainties, which make up a conflict, Keats would have us be open to the imagination. In most conflicts, two people, two minds, oppose each other. Yet instead of fighting the other, Keats finds the situation to be one that is open for creativity. Indeed, it may be the very moment and opportunity for creativity.

2.

Men face multitudes of choices in their lifetime. Some decisions to those choices are clear, while others are sometimes more difficult to effectuate. This conflict of choices is common in literature as in life. Do we choose the cushy life and sell out on our dreams in exchange for the security it affords us, or do we follow our bliss over each and every stone and obstacle it may turn up in our way? Like Keats, Robert Frost's poems remind us that we each make choices that are determining factors in a person's development of their character, the twists their life will take and the strength they will acquire as a result of surviving various tragedies along the way.

In a 'grass is greener' philosophy, we often believe that the life of the person next door is somehow more exciting or glamorous than our own. And though we may have doubts about our choices, in looking back over the patterns our life has woven we see that everything happened as it was meant to and that timing played a big part in the decisions we made. For example, a person of twenty who is single and free and has his or her whole life ahead of them may be alternately excited by and terrified of such freedom of choice. In contrast, an eighty-year-old in a nursing home who has made thousands of difficult life choices perhaps now wants a rest from that kind of responsibility and often will prefer a set routine which to them is comforting rather than boring. Similar to Keats, Frost in his poems seems to believe in a conscious balancing of the opposite forces of affirmation and negation by which the intellectual man is often pulled in the course of his life. There is space to choose, but the choosing is entirely up to the readers.

3.

Frost presents a classic conflict—the decision between the common easy path and the exceptional challenging path. "The Road Not Taken" can be interpreted universally as a representation of two similar choices. At the beginning the options seem comparable, but they will increasingly contrast with each other as they diverge in their separate ways:

> Two roads diverged in a yellow wood,
> And sorry I could not travel both
> And be one traveller, long I stood
> And looked down one as far as I could
> To where it bent in the undergrowth;

Faced with very similar choices man tries to examine what they have to offer, but often is not able to for tell the consequences. Man can opt to go the common route, which is the more reliable, and have a common life or he can undergo the less common route, which is unknown and often difficult, and have a unique life that stands out above everyone else's life. The choices a person makes in life are ultimately responsible for their future, yet at the same time a person can never go back to the past and experience other possibilities. It is unfeasible to predict the outcomes of capital decisions we make; often it is essential to make these decisions fixed on nothing more than questioning which selection will provide fulfillment. In

the end, we reflect over the decisions we have made, and like Frost, sigh, discovering they have made "all the difference." The "Negative Capability" lies in the complications of the situation where it is difficult to locate the right path. The final two lines rationalizes our decisions—

> I took the one less traveled by,
> And that has made all the difference.

Perhaps the most poignant study of human relations with their conflicts occurs in "Home Burial." The conflict develops between wife and husband over the woman's way and the man's way of bearing the painful sorrow caused by the death of their first-born. Each has been hurt seriously by the tragedy. While the man tries to cover the grief with daily tasks and commonplace remarks about the weather, the woman carries her sorrows openly. The narrative begins with the final open conflict, in which the woman accuses her husband of brutal insensitivity, because he could bury the child with his very own hands. He tries vainly to understand her, to make her understand him. She refuses—

> "There, you have said it all and you feel better.
> You won't go now. You're crying. Close the door.
> The heart's gone out of it: why keep it up?
> Amy! There's someone coming down the road!"
> *"You*—oh, you think the talk is all. I must go—
> Somewhere out of this house. How can I make you——"
> "If—you—do!" She was opening the door wider.
> "Where do you mean to go? First tell me that.
> I'll follow and bring you back by force. I *will!*—"

The tragic situation is heightened because each is partly right— again a "Negative Capability." The mini-drama ends as it begins: with pleas and threats on the part of the man, and a desire to escape on the part of the woman. The communication between the man and wife is both revealing and futile. In fact, the communication is not really communication. It is a dialogue expounding positions of misunderstanding and disagreement.

Again, Frost intends to compare and contrast the two destructive forces: fire and ice. It would be fair to extrapolate that Frost believes the world will end in violent war for coveted things:

> Some say the world will end in fire,
> Some say in ice.
> From what I've tasted of desire
> I hold with those who favor fire.
> But if it had to perish twice,
> I think I know enough of hate
> To say that for destruction ice
> Is also great
> And would suffice.

However, Frost also could conceive of an end of the world caused by people becoming too rigid, unmoving and set in their ways and ideas that the world breaks apart into factions. Perhaps the destructive force of ice described in the poem was at work in the "cold" war. The Soviet block was set in its belief in communism, and the NATO countries were firmly convinced of the virtues of capitalism and individuality. Cracks formed, creating

3

fragments of a former whole, Europe. Fire was at work in early wars in which nations desired more money and territory. It may be fitting then that Frost said the second destruction would be brought about by ice. Fire destroyed Europe in the World Wars, but was rebuilt and then destroyed by ice. Care must be taken, evidently, to keep the world at room temperature.

"Mending Wall" is one of Frost's most widely quoted poems. The theme of the poem is a contradiction which is contained in its two famous lines that oppose each other. The poem asserts that "Something there is that doesn't love a wall." But the poem also insists that "good fences make good neighbours." The poem portrays a clash between two point of views, and it may therefore seem that its meaning is the solution Frost offers to the disagreement. The poem leads one to ask which is right, the speaker or his Yankee neighbour? Should man tear down the barriers which isolate individuals from one another, or should he recognize that distinctions are necessary to human life? Frost does not really provide an answer, and the attempt to wrest one from his casual details and enigmatic comments would falsify his meaning. The clash between speaker and his narrator lays bare issue, which within their world is the simple matter of whether or not it is worthwhile to maintain the unnecessary wall in defiance of nature's persistent attempt to tear it down. However, the two views of the conflict represent general attitudes towards life—the one, a surrender to the natural forces which draw human beings together; the other, the conservatism which persists in keeping up the distinctions separating them. The choice is open.

4.

"Negative Capability" is a sublime expression of supreme empathy. Empathy is the capacity for participating in, experiencing, and understanding other's feelings, volitions, or ideas. Empathy is at the heart of getting to know another person, another thing. It is also a creative tool to help us understand each other, understand different point of views, different cultures. When we come across a character or voice in a poem or story with which we can identify "I know just how he or she feels" or "I can imagine how that feels"—we empathize with the character. We learn to see things not just from our point of views, but also from others' point of views. Being able to see things from others' eyes, and to apply an open, imaginative creativity, are both critical poetical constructs and methods to resolve conflicts creatively. Similar to Keats' creative approach of locating possible opportunities from conflicting choices, Frost himself holds the predisposition toward receptive intuition that is evident in his apply of "Negative Capability" in his poems. And thus Frost asserts the positive capability of negative knowledge through an oxymoronic correspondence between the contradictions of life that are impossible to avoid.

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Barthesean Structuralist Reading of Aphra Behn's *Oroonoko*

Md. Abdul Karim Ruman*

Abstract:

Structuralists believe that to understand any narrative text, it has to be seen in the context of the larger structures it is part of. Roland Barthes sees five narrative codes as the basic underlying structures of all narratives. So, in terms of Barthesean Structuralist reading of Oroonoko, the individual item is this particular story, and the larger structure is the system of codes which Barthes sees as generating all possible actual narratives. This essay explores the textual signifiers of Oroonoko in terms of the five codes-Proairetic code, Hermeneutic code, Cultural code, Semic code and Symbolic code- laid out by Roland Barthes.

Key Words: Structuralism, Roland Barthes, Oroonoko.

Introduction:

The essence of Structuralism is the belief that things cannot be understood in isolation—they have to be seen in the context of the larger structures they are part of. For instance, texts or discourses are said to transform only a limited number of stories, and these can be said to be essential narrative structures. According to Roland Barthes, the constant aim of Structuralism is "to master the infinity of utterances by describing the 'language' of which they are the products and from which they can be generated" (*Beginning Theory*). He sees five narrative codes as the basic underlying structures of all narratives. So, in terms of Barthesean Structuralist reading of *Oroonoko,* the individual item is its plot and the larger structure is the system of codes which, according to Roland Barthes, generates all possible actual narratives. Now, Barthesean narratology consists of Proairetic code, Hermeneutic code, Cultural code, Semic code and Symbolic code. In this essay, I will try to analyze the textual signifiers of *Oroonoko* from Barthesean Structuralist perspective.

Proairetic Code:

Every action in a story, from the smallest to the greatest, is taken into consideration in this code. Actions are syntagmatic, but are often meant to overlap. Since this code provides indications of actions, firstly it is needed to focus on the plot construction of *Oroonoko* in brief. It should be mentioned here that the plot construction of *Oroonoko* does not flow strictly in a chronological manner but begins with the narrator's first-person account of Surinam as a British colony and with a description of its native people. The narrator reports that the British cannot enslave the native people because of their vast numbers. That is why, to cultivate the land, the colony has to import African labourers. After this, the narrative switches to third-person narration and the setting changes to Coramantien, today's Ghana, on the west coast of Africa, where we see local life and finally meet the protagonist, the young prince Oroonoko, who is shortly enslaved and transported to the British colony of Surinam.

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Then the story again moves to Surinam and changes once again to first-person narration where Oroonoko meets the narrator. It continues in first-person narration with the narrator, when not on the scene, hearing firsthand accounts from those who are witnesses. The final section of the story concerns Oroonoko's revolt and the horrible death of the hero, who is willing to die rather than bear the name of 'slave'.

Recurrence, belonging to Proairetic code, is an important aspect of *Oroonko*'s plot. For instance, Oroonoko returns again and again to his melancholic temperament throughout the work. When he hears of Imoinda's fate, he is shortly cast into a deep depression. After being enslaved and raging in vain against the betrayal of the English captain, he experiences a fit of depression. Later, a similar episode occurs when he comes to realize that he has been deceived once more by the whites and that they have no intention to grant him his freedom.

Again, the narrator can be considered, in literary term, as an 'intrusive narrator' who generally interrupts the narrative when she deems fit in order to interject a personal aside. On the journey to the native village, for instance, she takes a rather long digression by informing the readers how she came to be in Surinam- how her father died on the trip to his new post as lieutenant-general, and how she and her family must wait for transport back to England. However, it is remarkable that when the fairy tale is over, the real face of the colonizers are exposed.

Hermeneutic Code:

Hermeneutic code also works along the syntagm. According to this code, puzzles, questions and other enigmas are either resolved or left unresolved in a story. In other words, this code poses questions or enigmas which provide narrative suspense. It includes all the units whose function it is to be articulate in various ways a question, its response, and the variety of chance events which can either formulate the question or delay its answers; or even, constitute an enigma and lead to its solution. For instance, the British are forced, more or less, to be good to the Native Americans and not 'treat them as slaves'. Thus, if they are to make money from their Caribbean colonies, the question arises- who are going to harvest and refine the sugar, harvest the cotton and tobacco, and so on? In fact, this issue gave rise to African slavery in all of the Americas; and thus the question is resolved.

Again, a question arises from the story whether Oroonoko is a pacifist or not. We find from the plot that at the beginning he takes captives from wars with his neighbours and sells them to the European slave traders for profit. But later when he himself is enslaved, he tries to throw off his shackles and lead a slave revolt. Here a mystery appears as to why the slaves sold by him earlier, show their utmost respect for Oroonoko after seeing him in Surinam, instead of hating him for causing their predicament. Besides, it is necessary to keep in mind that while he might be viewed then as heroic, he still can justify the practice of selling humans by explaining that they are taken honourably in war. At this point in the story, he is complicit in the slave trade. Further, he never shows regret over selling those captives as slaves.

As I have already said, 'puzzle' is an aspect of Hermeneutic code. For instance, towards the end of the story the narrator says that Oroonoko "rip'd up his own Belly; and took his Bowels and pull'd 'em out, with what Strength he cou'd" (*Oroonoko*). But we are 'puzzled' by the possibility of his sustaining life even after such a mutilation by himself.

Again, as an example of this code, a question arises as to why Trefry gives Imoinda up to Oroonoko, though the former loves her. The obvious answer is that Trefry is generous. Another question arises in our mind as to why Oroonoko is firstly treated well by the whites in Surinam. The answer is hinted indirectly by the fact that he conforms more to the Eurocentric values regarding his stature and knowledge.

Another enigma of this story is that Trefry and the narrator never question the practice of slavery as a whole. Indeed, Trefry is an overseer in charge of hundreds of slaves who labour daily on the sugar plantation. Besides, he remains blind to the predicament of all other slaves in his charge. The narrator, while she effectively records the horrors of slavery, never takes action or cries out against it during the events of the narrative. Rather, she is missing when Oroonoko needs her most.

Last of this code but not the least, the recurrent issue of the Governor's arrival in Surinam remains an unresolved mystery in the story.

Cultural Code:

All elements that appeal to a system of shared knowledge, such as proverbs and other cultural 'assumptions' are located here. In other words, this code contains references out beyond the text to what is regarded as 'common knowledge'. In *Oroonoko*, 'cultural hybridism' happens with dire consequences. For example, a highly educated man like Oroonoko is transformed into a savage monster that must be destroyed to repair the fragile and porous boundaries between the so called 'civilization' and 'barbarity'.

As a travel writer of sorts, Behn provides her readers with a description of the local cultural customs of the natives. It is a part of culture in Coramantien that men can take as many wives "as they can maintain" (*Oroonoko*). It indicates the system of polygamy prevalent in that culture.

Again, it is a 'common knowledge' that power corrupts throughout all time and space. For instance, the old king of Coramantien "sent the Royal Veil to Imoinda... he sends the lady, he has a Mind to honour with his Bed, a Veil, with which she is cover'd, and secur'd for the king's Use; and 'tis Death to disobey" (*Oroonoko*). Usually, such a cultural phenomenon is recurrent in Romances. However, Oroonoko says, "*Fate shou'd bow the old king to his Grave; even that wou'd not leave me Imoinda free; but still that custom that makes it so vile a crime for a son to marry his Father's Wives or Mistresses, wou'd hinder my Happiness*" (*Oroonoko*). This view of Oroonoko is, again, a common 'cultural assumption'. On the other hand, the king "looked on Imoinda as a polluted thing, wholly unfit for his Embrace" (*Oroonoko*) after Oroonoko makes love with her. People of any culture generally do so as well.

Meanwhile, when Behn tells her readers about Oroonoko that "He had nothing of Barbarity in his Nature, but in all points address'd himself, as if his Education had been in some *European* Court" (*Oroonoko*), she assumes Barthesean idea of 'common knowledge' that so called 'barbarity' belongs to the 'other' than the European and Europe is the only centre of knowledge and education.

Similarly, Imoinda's fainting into Oroonoko's arms after seeing him in Surinam underlies a shared knowledge with the seventeenth century English readers. Ladies were

notorious in that era for fainting, especially when there was an attractive gentleman around who could catch them.

Again, when Behn says that the Indian "Cure the Patient more by Fancy than by Medicine" (*Oroonoko*), she locates "fancy" as a part of their culture and takes for granted that her readers have a pre-notion of what 'fancy' means.

We know that proverbs belong to the cultural code. Here, when Oroonoko incites the slave revolt, he states that they suffered "like Dogs that lov'd the Whip and Bell" (*Oroonoko*). The quoted part is proverbial for something that detracts from comfort or pleasure; from the protective charm against evil on chariots of triumphing generals in ancient Rome.

The mutilations of Oroonoko at the end of the story also remind us of the Indian native generals' culture in the village visited by Oroonoko and the narrator, in which a savage group cut off parts of their body to demonstrate their heroism. And quartering a body was a well-known form of torture in Behn's contemporary British prisons.

Semic Code:

Semic code is to do with thematic elements embedded in characters. This is also called the connotative code which utilizes hints or 'flickers of meaning'. It is linked to theme, and this code, when organized around a particular proper name, constitutes a 'character'.

In fact, in *Oroonoko* the narrator's seemingly innocent ethnographical interest and fascination with the marvelous mask a darker purpose—'immense project of colonization'. In the same way, Oroonoko's benevolent master Trefry is Cornish, but Banister, Oroonoko's executioner, is a wild Irish man. It metaphorically implies that England could not 'civilize' its immediate colony Ireland.

As for thematic elements inclusive in this code, because of her cruel depiction of slavery in the Americas, Behn has been given credit for writing an anti-colonial, abolitionist tract. Contrarily, she fails to criticize colonialism's use of slaves altogether. And, it seems to her to be all right to treat slaves like the overseer Trefry does—being nice to them rather than cruel. Behn does not signal discomfort that slaves cannot retain their own names and are forced to leave their families and friends forever. Thus, though she writes of the horrors of slavery, she never suggests that it should be outlawed as an institution. To my view, she is two-faced like the other whites. She assures Oroonoko of her undying devotion to him, but she warns immediately after that she and the others do not "trust him much out of our view, nor did the country who feared him" (*Oroonoko*).

However, like other Restoration writers, Behn saw 'barbarism' as an evil lurking in the hearts of the English people in general. Almost every white character in the text is either positively evil or at least weak-willed and passive. For instance, at the beginning, the British slave-trading captain first befriends and then betrays Oroonoko by asking him to be his guest on his ship—but after getting him drunk, he shackles him into irons. The captain lies to the prince again and assures him that he will set him free upon their first sight of land. Hardly surprising, the captain betrays Oroonoko once more when he sells him to Trefry. Not only that, Byam, the Deputy-Governor, also pretends friendship with the African prince and similarly assures him of his freedom. But later he hunts him down, whips him, and orders him killed. Thus the theme of 'barbarism' is portrayed through some 'English' characters.

Symbolic Code:

It refers to the location and extrapolation of symbols from textual features. This code is also linked to theme, but on a larger scale. The story of *Oroonoko* is symbolic in the sense that it is notable for its groundbreaking depiction of the horrors of slavery, and is regarded by scholars as having advanced the cause of abolitionism. The colonists certainly appear evil towards Oroonoko and others. The whites, who whip Oroonoko, act very cruelly in rending the flesh from his bones. This is a symbolic lesson for other slaves who may revolt against the white masters in future. And from Behn's objective, this symbolic or metonymic description is to horrify her contemporary Europeans about their colonial project.

Again, the name chosen for the enslaved Oroonoko is symbolic. He is given the name 'Caesar', the name of a famous Roman emperor who was betrayed by his friends when he was stabbed on the steps of the Roman Senate. At the end of the work, the allusion to Julius Caesar becomes clearer when Oroonoko is literally cut to death by those who promised to free him. Behn utilizes this name also to embed further the idea of Oroonoko as a royal and mighty leader. In other words, his naming is an acknowledgement of the African civilization and recognition of his royal legacy by a European writer. Furthermore, the practice of renaming the slaves serves the colonizers to severe and destroy any remaining identity the blacks had with their family. Meanwhile, the absence of Oroonoko's parents in the narrative symbolizes the absence of Behn's father.

In the narrative, we get some Biblical symbols that are significant for this code. To Behn, the Native Americans symbolize "an absolute Idea of the first State of Innocence, before Man knew how to sin" (*Oroonoko*). Another example of symbol is Oroonoko's wit: "Who-ever had heard him speak, wou'd have been convinc'd of their Errors, that all fine Wit is confin'd to the White Men, especially to those of Christendom; and wou'd have confess'd that Oroonoko was as capable… of governing as wisely had as great a Soul, as politick Marxisms…" (*Oroonoko*). Here we find that 'wit' belongs to the so called 'other' as well. Further, symbolically the native is used as a mediator of the European desires.

Again, the captain and Byam's treachery and betrayal with Oroonoko symbolize that of the white colonizers in general. Their oath-taking in the name of their Gods and later breaking it symbolize that "Such ill Morals are only practis'd in Christian-Countries, where they prefer the bare Name of Religion; and without Virtue or Morality, think that's sufficient" (*Oroonoko*). However, they could not make Oroonoko's French-man a slave because he was a Christian. Thus for them, religion symbolizes emancipation not only in afterworld but also in the colonial world.

Remarkably, when Behn says about Oroonoko's living in New World with honour and honesty, it symbolizes that his Old World had absence of these virtues. Again, when Behn says that her father "never arriv'd to possess the Honour was design'd him" (*Oroonoko*), it symbolizes that Behn herself never had the position which she expected.

The depiction of the Indian natives symbolizes that they are utter uncivilized. In Behn's words, "They were all Naked, and we were Dressed" (*Oroonoko*). It is also apparent that their naivety was responsible for colonization and spreading of Christianity: "I soon perceiv'd … by the extream Ignorance and simplicity of 'em, it were not difficult to establish any unknown or extravagant Religion among them; and to impose any Notions or Fictions upon ' em" (*Oroonoko*). Besides, Europeans can easily map 'other' by outward looking

which symbolizes Europeans' advantageous position in mapping, and Behn's subtle assertion of white supremacy.

Meanwhile, Oroonoko's killing wild animals symbolizes chivalry of Romance. Moreover, his encountering the wild animals has binary relationship with encountering the European. It here symbolizes that the European whites are untackleable whereas the wild animals are tackleable for him.

Again, when Oroonoko says "we are Brought and Sold like Apes, or Monkeys, to be the Sport of Women, Fools and Cowards" (*Oroonoko*), the imagery of those animals symbolize or reflect the deplorable condition of slaves in Surinam.

The Symbolic code also consists of contrasts and pairings related to the binary polarities, as the plot manifests—like colonizer and colonized, European and African-American, master and slave, good and evil, civilization and barbarity, fact and fiction, oppressor and oppressed, male and female, dressed and naked, powerful and powerless, trust and betrayal, self and other, freedom and slavery, white supremacy and black inferiority, knowledge and ignorance, Old World and New World, Oroonoko's status before and after coming to Surinam, the European's attitude towards Oroonoko before and after the slave-revolt, and so on. These are the underlying structures of contrasted elements which Structuralists see as fundamental to the human way of perceiving and organizing reality.

Conclusion:

In the above discussion, I have tried to apply Barthesean Proairetic, Hermeneutic, Cultural, Semic and Symbolic narrative codes as the underlying structure in *Oroonoko*. They remain as basic ways of looking at the structure of this narrative. Roland Barthes himself would not have claimed that his narrative codes are exhaustive. The problem with him appears to be his assumption of 'grand narrative structure'; i.e., to see all the world's stories within a single structure as a universal phenomenon. But it seems that his purpose is to try to find a model through which we can analyze any narrative text. Though many Anglo-American critics seem to have misread the playful nature of some of his works, his codes are nevertheless useful to an extent and provide a variation of the Structuralist methodology to analyze the textual signifiers of any narrative like Aphra Behn's *Oroonoko.*

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English Syllabus of SSC Level in Bangladesh: An Evaluation

Md Miraz Hossain*

Abstract:

Since English is an international language, various attempts have been taken at several times in both pre-independence and post-independence of Bangladesh to make the citizens competent in English. Several education commissions and education policies have been formed and therefore, syllabus has been designed, modified or changed with the needs of time to get the maximal output in English learning. But in reality, we have not got the target result so far. There are many reasons behind it. My hypothesis is centred on the failure of designing the syllabus as well as the implementation of it properly. Therefore, this paper explores, analyzes and evaluates minutely the present (2011-2012) English syllabus at SSC level in Bangladesh; focusing on the effectiveness in learning English as a second language as well as its shortcomings. Regarding the methodology, the entire work is conducted through the questionnaires, interviews with teachers and students of eight schools from both the urban and the rural areas. The investigation shows that the untrained teachers and their lack of competence, students' poor performance, lacking in the teacher-student interaction and above all, some lacking in the syllabus itself are the major problems in teaching and learning English at the secondary level of education in Bangladesh. Therefore, in the end the paper gives some recommendations regarding the existing syllabus of English at the SSC level to get its maximal benefit.

Introduction

In the changeable world, it is obvious that the approach and style of learning language is changing gradually and relentlessly. Various attempts have been taken into concern in this regard consequently to serve the demand in course of time. In the past, the English learning was content-based and was also based on Grammar-translation method. Then English learning mainly focused on literature and emphasized on the grammar. But now-a-days, it emphasizes on the communicative–competence in learning English, which is considered to be an effective method in learning English and has become a popular method in the developed countries. From this perspective, the present English syllabus has been designed based on the communicative language teaching approach (CLTA) in Bangladesh.

English learning, in this age of globalization, is very important for the citizens of Bangladesh for various reasons. It is used as a compulsory subject at the school and college levels as well as the language of higher studies in Bangladesh. English proficiency is a must for those who want to go abroad for higher studies. Moreover, foreign companies, non-government organizations, multinational companies etc. give priority in recruiting those people who have satisfactory performance in English. However, it is unfortunate that Bangladesh is losing international job market due to the poor performance in English among the job seekers.

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For learning English, students in Bangladesh spend minimum 12 years compulsorily in their academic life. So, they are supposed to be proficient in the target language. But most of the students, in reality, cannot use English satisfactorily or properly. An English learner requires being expert enough in the four basic language skills--reading, writing, listening, and speaking. But these four skills are not practiced, taught and learned adequately in most of the schools and colleges in Bangladesh. The reason in the past was due to the failure in designing an appropriate syllabus and its implementation. And at present, though CLT approach has been introduced in the S.S.C level in Bangladesh, the target language competence in English has not been fulfilled yet due to the lack of sufficient trained teachers, teaching-learning materials, lack of teacher-student interaction, lack of students' motivation, students' fear in using English and the irresponsibility of some teachers and some concerned authority. That is why, a successful communicative-competence in English requires solving these problems and modification of the SSC level's English syllabus.

Objectives of the Study

Regarding the present syllabus based on CLT approach at the S.S.C level the researcher's goal is to analyze and evaluate its merits and drawbacks and to give some suggestions to come out of the drawbacks at the same time. So, the researcher has tried to focus on the following objectives:

- To analyze and evaluate the present syllabus based on CLT approach at S.S.C level and find its merits that how much it is helpful in learning English. At the same time, to find out the drawbacks and what should be changed or modified to make it up-to-date and effective.
- To find out the causes why a large number of students fail in English every year in spite of introducing CLT approach in the recent years.
- To investigate whether the students are able to adapt with the present syllabus; i.e., with the CLT approach.
- To investigate whether the teachers are efficient enough or have training in implementing the syllabus.
- To investigate whether the teachers and the students are interactive enough with each other which is very important in communicative language teaching and learning.

Literature Review

As it is the age of globalization and Bangladesh is not out of this, it is easy to understand that we cannot avoid the impact of the global world. In this globalization period, the importance of English is being increased. To communicate with other nations of the world, there is no alternative to English. Consequently, it is the need of time to be competent in English in Bangladesh. But the situation of learning English is not up to the mark to meet the demand of globalization. This is because the importance of learning English was not strongly emphasized in the past. After all, the faulty syllabus design is responsible for this. Though in the British and Pakistani periods English was the medium of learning, their purpose was to make us only colonial employees and to be loyal to English literature but not to make us communicatively competent in real life situation. After the independence, Bangladesh followed the same policy but the attitude began to change day by day. We could understand the importance of English though it was late. Syllabus designing is always an important issue in an education system, because it is only an effective syllabus that can ensure satisfactory language learning. With this view, educationists and intelligentials both in

Bangladesh and abroad have worked on the English syllabus designing at the secondary or higher secondary level and they have given their valuable opinions about the imbalance between the recent syllabus and its ultimate achievement.

After the independence, five education commissions and three education policies have been formed and they have submitted their reports in which they have emphasized on learning English. But neither of the commissions or policies has been implemented yet. Hence, English learning always legs behind and the Bangladeshi students are falling back in the international arena. Only syllabuses were fixed or changed at times for up-dating. With these chunks of syllabus, the initial marginalization of English, however, gave way to an expanding role in the education sector within a matter of about two decades:

- 1972: Bengali to be the medium of instruction at primary and secondary level (with no mention of English)
- 1974: English as a compulsory subject to be introduced in year 6 to year 12
- 1976: English to be introduced from year 3 and continue to year 12
- 1986: English to be introduced from year 1 and continue to year 12
- 1994: English (which was dropped from 2-year B.A course in 1972) to be re-introduced in the B.A course.
- 1996: Compulsory English language foundation course to be introduced in state university undergraduate classes. (Arifa Rahman, 2000)

Report of the English Teaching Task Force (1976, p.1) recommended that an appropriate graded syllabus should be introduced at each level and text books related to the needs and abilities of the students should be prepared. In 1976, a high powered English language teaching workshop evaluated the teaching of English and recommended that a new text book was needed to be written to contain reading material graded according to the linguistic difficulty that was less literary in character because the existing textbook was more literature related and could not meet the demands. In July of the same year, the National Curriculum and Syllabus Committee devised syllabuses with separate committees for each subject. An English syllabus committee set to work based on the reports of the Task Force and English Teaching Workshop. The NCSC observed: "It follows that the English syllabus should be functional rather than literary and that every attempt should be made to break down the traditional bookish attitude to English." (Report of the National Curriculum And Syllabus Formulation Committee, 1978, p.80)

When English was introduced from class I in 1986, simplified primers introducing the letters and the mechanics of spelling and writing were written for the first two years. Thus there is one course book for school years III to VIII, then a combined one for years IX and X. From class VI onwards, extra grammar is added. Since 1990 there have been two major donor-aided English curriculum revision projects which revised the course books for secondary schools over extended periods in an attempt to make them more compatible with the communicative approach to ELT. In spite of the emphasis on English in the curriculum and in society in general, standards of English especially in the rural areas are extremely poor.

The report of the English Teaching Task Force (1976), McGinbey study (1981) and the Baseline survey of secondary school English teaching and learning (1990) have all shown similarly depressing findings about English proficiency. In 1990-1994 syllabuses from school years VI-X was revised, text books for years VI-VIII were re-written, the English

syllabus for the teacher training schools was developed. In 1998-2002, ELTIP (English Language Teaching improvement project) aimed at improving the teaching of communicative English in secondary schools through training of trainers and the development of new text books on the principles of communicative language teaching for classes IX-X. But the question arises: how will the schools provide qualified teachers to carry out this English medium teaching? The 1990 Baseline survey found that the English proficiency of many English teachers was far below than what was required. (Arifa Rahman, 2000)

Under these circumstances, language specialists and prominent educationists have pointed out the weakness of English syllabus design, lack of trained teachers and teaching materials, poor performance of the students as the reasons of downfall of the students in English.

A renowned professor of English, Prof. Serajul Islam Choudhury (2001:17) considers that the major problem in Bangladesh is with the contents of English text books; that the teachers follow cultural content in the textbooks which are very much foreign and do not allow the students to use their imaginative power. Choudhury also questions the recent attempts to make English courses, purely functional, without any literary content. He thinks that "teaching language without the help of literature is doomed to be unattractive and therefore, ineffective. Feeding on a mechanical diet can hardly be proper way to nature the young learner's mind."

Shamsul Haque Education Policy Committee (Ministry of Education 1997:43), in 1997, recommended that English should be taught as a compulsory subject from class IX in future. The report entails revision of curriculum for teaching English and writing of new textbooks. The policy has given the fact that the learners in Bangladesh have limited opportunity to use English and also the country lacks efficient teachers in English.

Markee (1997:47) in Quader (200-2001) says, "Despite learning English for 1600 hours at the pre-university level, students cannot use English… Syllabus completion is more essential to the learners and to their guardians than learning the language. Examinations are given maximum priority." Hence, the need for the changes of method occurs.

Introduction of communicative language teaching and the textbooks were highly criticized and many were in the opinion that this also equally failed. An English teacher's comment/observation in this regard is noteworthy. Md Abdus Salam indicates the problems (January 09, 2003, *The Daily Star*):

> The book *English for Today* for class 9-10 is a voluminous one containing 22 units and 119 lessons all included in the syllabus along with paragraph, letter, story holding, writing from imagination etc. The enormous size and bloated syllabus have appalled most of the students from the very beginning. They seem to have been taken a back and as if they groan under it. The lessons are based on good themes no doubt but they fail to appeal to them as they are not like short stories and poems with themes of love, romance, thrill, humor, satire and the like.

National Education Commission 2003 (p.83) almost echoed the same. For the secondary education, the Commission observed that the new methodology- Communicative Language Teaching (CLT approach) of English language created confusion among the teachers. The committee felt that preparation was not taken before starting the new methodology; especially a large part of English teachers were not properly trained, they were

not even aware of the basic essence of CLT approach and had no clear idea about the objectives of CLT approach. The problem is more serious in the rural areas. Their command of English is poor and oral proficiency is quite poorer. Abdus Salam and Tasneern S. Mahboob (2001) identified that old and outdated language methodology followed by the English teachers is one of the major reasons for the deteriorating condition of English at the secondary level.

Thus, it is clear that there is a deficiency in learning English and the country has been failed to provide efficient English teachers. The present syllabus at S.S.C level emphasizes on learning the language through interactive and communicative process. To use language effectively in real life situations outside the classroom through constant and regular practice with the teachers and the fellow students, they are expected to acquire competency in the concerned language.

Research Methodology

The study explores the attitude and motivation of the teachers and the students towards the English syllabus at the S.S.C level as the researcher's concern to this study is to analyze the syllabus thoroughly and to find out its merits and faults with providing some recommendations. The researcher has contacted primary sources and secondary sources to strengthen the research validity and have followed the following techniques to conduct the research activity.

3.1 Sampling Technique and Sample:
i. The researcher has taken a great help from some books, articles, newspapers, internet and so on. These sources helped to find out the real problems and to provide recommendations.
ii. Respondents: the respondents are the students of class IX-X selected from 8 schools in both urban and rural areas belonging to Narail, Savar (Dhaka) and Rampura (Dhaka).

3.2 Procedures:
The researcher, after that, has maintained the following procedures:
   i.   Questionnaire: The researcher provided two sets of questionnaire. One for the teachers and the other for the students. In the both sets, the questions were M.C.Q in style. The researcher also explained the questions in English and then in Bangla especially in the rural areas. Each set contains 20 questions about the current syllabus, its application, faults, modification and teaching methods. The teachers and students were requested to give the answer carefully.
   ii. Interview: The researcher had to take interview of both students and teachers with a view to investigating the actual problem of the syllabus, its implementation and the necessary modification, how they teach and learn, whether they follow the four basic skills or not, why huge students fail in English, how they feel teaching and learning in the CLT approach. After taking the interviews, the researcher has got different pictures from urban area and rural area and has used these procedures as data collection.

Data Analysis and Findings

4.1 Data Collection:

In spite of being English a compulsory subject for years in class IX-X and is also compulsory now, there was an apparent downfall in acquiring competency in English. Faulty syllabus designing was one of the reasons for this downfall because the syllabus was related to literature and grammar-translation based syllabus; not communicative, there was no emphasis on listening and speaking and no teacher –student interaction. From these faults, there emerged the necessity of an effective and up-dated syllabus to make the learners communicatively competent in the real-life situations. Hence there introduced the communicative language teaching (CLT approach) in SSC in 2001, which gives emphasis on the four basic skills-reading, writing, listening and speaking.

English syllabus of SSC based on CLT approach consists of two parts: *English For Today* (Paper I) and English grammar and composition (Paper II). Each of them contains 100 marks. The topic and mark distribution of paper I and II are as follows:

English 1ˢᵗ Paper: SSC

Distribution of Marks:

Part A: Reading test (seen comprehension)   8x5 = 40

1) Multiple choice   5
2) True/false   5
3) Filling in the gaps with clues   5
4) Information transfer (a paragraph in 70-80 words)   5
    Or matching words

5) Open ended questions   5
6) Filling in the gaps without clues   5
7) Paragraph on own experience pertaining to the given text   5
8) Summarizing   5

Part B: Vocabulary test   2x10=20

9) Cloze test with clues   10
10) Cloze test without clues   10

Part C: Writing test   4x10=40
11)   Substitution table   10
12)   Rearranging   10
13)   Answering questions in a paragraph   10
14)   Writing informal letters with clues   10

Or writing composition with clues

English 2ⁿᵈ paper: SSC

Distribution of Marks:

A. Grammar: 40 marks (8x5)

1.	Filling in the gaps using right form of verbs	5
2.	Filling in the gaps with appropriate preposition	5
3.	Filling in the gaps using articles	5
4.	Filling in the gaps using linking words	5
	Or phrase and idioms	
5.	Changing the form of speech	5
6.	Transformation of sentences	5
7.	Making tag questions	5
8.	Completing sentence part	5
9.	Cloze test with/ without clues	5

(In the examination, 8 questions have to be answered)

B. Composition: 60 marks

10.	Writing reports on paragraph	10
11.	Writing short composition	15
12.	Writing formal letter	10
13.	Writing a dialogue /summary	10
14.	Completing a story	15

The present syllabus is introduced from the failure of the past syllabus which was content-based, emphasized on memorization, but not on comprehension and oral practice of the learners. Consequently, a large number of students memorized English without understanding and did badly in the public exam; because many could not memorize and some of those who could memorize could vomit in the exam hall and some could not even do that. Those syllabuses failed to make the students creative and imaginative and competent in communication. It was seen that a huge number of students failed in the public exam and most of them failed in English. On the other hand, CLT approach is a communicative based approach which emphasizes learners to internalize a second language, to be creative and imaginative in real-life situations, and competent on oral practice. After the introduction of the CLT approach based syllabus at the SSC level, students are expected to acquire competency in English, to use it effectively outside the classroom. The memorization depended part, from it, has been reduced. For example, in English fist paper of SSC, a student has to comprehend a passage given in the question paper and then answer the question from no.1 to 8 by understanding the passage. Again, he has to be creative in answering question 9, 10, 11 and 12. Only question no. 13 and 14 (paragraph and letter of 20 marks) depend on the free hand writing. So this syllabus does not force on the depth of knowledge only; rather on learning to communicate through interaction in the target language and on learner's personal experience.

In the case of English second paper of SSC, questions no. 1 to 8 (40 marks) have to be answered on grammatical items which do not, anyway, depend on memorization; rather on understanding the items. In part B, answering question in the paragraph, dialogue/ summary and completing story has to be answered from imagination and writing skill

because they are not selected in the question paper conventionally. Similarly, a composition of 15 marks and application of 10 marks depend on free hand writing.

Therefore, it is observed that both the English first paper and second paper in the SSC level require a student's comprehensive, imaginative power and understanding capability in acquiring competency in English. The power and capability require a student's regular study, regular home task, regular attending the schools, motivation in the class, and a lively interaction with the teacher. When there is an interaction with the teachers, unfortunately though the basic skills are not fully followed in the rural areas yet, the teachers can give force on the four basic skills- reading, writing, speaking and listening which make a student communicatively competent in English comparing with the past performance of the students in the public exam. Now, it can be said that students' comprehensive and understanding capability, vocabulary list and grammatical understanding have been increased for introducing CLT approach in secondary level. In the past, the majority students failed in the first public exams, and most of them failed in English. It has been noticed that in 1995-2000 (before introducing CLT approach) students passed only 30%-35% in the SSC whereas after introducing CLT approach at the SSC in 2001, the passing rate has been increasing gradually. The passing rate in the SSC (after introducing CLT) from year 2001 to 2011 is as follows:

Passing Year	Passing Rate (%)
2001	39.03
2002	42.18
2003	36.81
2004	50.27
2005	54.10
2006	62.22
2007	58.36
2008	72.18
2009	67.41
2010	78.19
2011	82.31

(Source: Internet, Newspapers)

So, the sources of passing rate indicate that the passing rate has been increasing since introducing CLT approach, though there is still a number of the failure. Not only the passing rate but also the performance of the communicative learning students is better than the traditional learning students in real life situations.

But there are some words to say that we could not achieve hundred percent successes or the success up to the mark in learning English yet. Our target should be 85% -90% pass in English in the public exam and 100% success in using English in real–life situations. But it is a matter of sorrow that majority of the failure students fail in English in the public exam and most of them are from rural areas (newspaper reports after publication of the SSC results). Some methodological and technological problems and failure in implementing the syllabus successfully are responsible behind this downfall.

The researcher, in this regard, has to collect data from field work, interviewing with the teachers and the students of various schools using the questionnaires. The data collection

gives us a view of the present syllabus, its success and drawbacks and other related factors. The answers of the questions are shown in percentage under different sub-headings:

Table 1: Teacher Questionnaire

1. How is the present syllabus effective in teaching English?	a) Useful-45% b) Very useful-35% c) Somewhat useful-20%
2. Do you think that the newly introduced CLT approach is effective in teaching English?	a) Yes-40% b) No -10% c) There is some lacking -50%
3. Do the students interact in the class?	a) All of them-5% b) Few of them -65% c) Most of them-30%
4. How do you feel in teaching with the present syllabus?	a) Lively-30% b) As usual-25% c) Not bad-45%
5. How do you engage the students in listening activities?	a) Listening to the lecture -65% b) To music/songs/news -10% c) Telling story-25%
6. What skills do you teach in the class?	a) all the four skills-40% b) reading and writing-40% c) only reading-40%
7. How do you teach grammatical rules?	a) By explaining-30% b) By practicing exercise -20% c) Only by memorizing-20% d) Both-30%
8. Do you encourage the students to use English outside the classroom?	a) Always-15% b) Sometimes-40% c) Never-45%
9. Do you think the teachers are proficient and innovative enough to teach CLT approach?	a) Somewhat-25% b) Yes-70% c) No-5%
10. If not, do you think that the teachers need training?	a) Yes-50% b) No25% c) Will not be bad-25%
11. How much response do you get from the students?	a) Good-30% b) Satisfactory-30% c) Below average-40%
12. Is the time duration enough for learning English as a second language?	a) Yes-40% b) No-25% c) Should be extended-45%
13. Can you complete the syllabus before exam?	a) Yes -40% b) No- 25% c) Partially, the rest is completed by themselves -35%
14. Why do a number of students fail in English in the public exam every year?	a) They are very weak and cannot understand English-30% b) They are not motivated in the class-25%

	c)	They do not study regularly-45%
15. Do you think the present syllabus needs any change or modification?	a) Yes-50% b) No- 10% c) Mark and topic distribution needs modification-40%	
16. Do you think translation should be added in the syllabus?	a) Yes-40% b) No-60%	
17. Are the teaching materials sufficient?	a) Yes-20% b) No-60% c) In some cases sufficient and in others lack-20%	
18. Do you think that visual aid is needed for teaching?	a) Yes-65% b) No-35%	

Now, the researcher presents the data collected from the students.

Table 2: Student Questionnaire

1.	How do you feel learning English?	a. Hard-40% b. Easy-30% c. Average-30%
2.	If difficult, why is difficult?	a. Weak in vocabulary and grammar-50% b. Weak in sentence structure 30% c. Teacher does not make us understand 20%
3.	Does the teacher deliver lecture in English?	a. Always 20% b. Usually in English but also speak in Bangla 30% c. Mainly in Bangla 50%
4.	Do you think the teacher(s) are qualified enough or do they need training?	a. Yes, qualified 40% b. Need training 30% c. No comment 30%
5.	Do you think translation should be included in the syllabus?	a. Yes- 50% b. No -15% c. Will be helpful-35%
6.	How many classes do you have in a week?	a. 6 classes -50% b. More than 6-10% c. Less than 6- 40%
7.	Do you have any classroom work like talking in English?	a. Yes- 15% b. Not frequently-15% c. Never- 70%
8.	Does the dialogue or completing story section help enrich writing skills or imaginative power?	a. Very useful-20% b. Not in a proper way 35% c. As usual 45%
9.	Do you think the classroom environment is favourable to speak fluently in English?	a. Yes- 20% b. Somewhat- 20% c. No- 60%
10.	Do you have any group discussion or presentation?	a. Yes- 10% b. Never– 70%

	c. Sometimes-20%
11. Do you ask question to your teacher in English?	a. In English - 25% b. In Bangla -30% c. Both in English and Bangla- 45%
12. How do you enjoy your English class?	a. Very much-20% b. Boring-45% c. Not so much-35%
13. After checking the scripts, does your teacher discuss about the errors?	a. Always-55% b. Sometimes-30% c. Never-15%
14. How do you learn grammatical rules?	a. By memorizing-30% b. Explaining by teacher-40% c. By practicing contextual exercise-30%

4.2 Data Analysis

The data collected above show that the CLT approach-based present syllabus is appropriate in acquiring competency in English and is more successful both in the public exam and in real life situations than any other syllabuses in the past. It emphasizes on the reading, writing, listening, and speaking, though all the four skills are not followed in many schools, especially in the rural areas. The syllabus forces on the comprehensive and in imaginative power of the students and includes the necessary grammatical items for learning English. However, the reasons for which students do bad in English and cannot be competent, are not problems with the syllabus; rather lack of teachers' responsibility, students' fear of English, students' motivation, backdated attitude of teachers especially in the rural areas, untrained teachers, lack of teaching materials, lack of teacher-student interaction, classroom problem and the like are responsible for this.

The data also show that many teachers and students do not follow or practice the four basic skills, or make the classes lively and interactive. Many teachers do not have clear idea about CLT approach and they teach in traditional GT-method especially in the rural areas. They teach grammar through memorizing most of the time and deliver lecture in Bangla. On the other hand, many of the students have fear about English from the early age and also do not respond in the class or speak in English outside the classroom. Even many schools have no proper environment to speak in English. So, we can hope to reach the goal for which the present syllabus has been introduced only then when these problems can be solved.

Educationists and many teachers, however, have found few drawbacks and a few faults with the mark distribution. Md. Abdus Salam indicates a teacher's comment that the book *English for Today* for classes 9-10 is voluminous one having 22 units and 119 lessons. This enormous size and bloated syllabus have appalled most of the students.

A senior teacher of Lohagara Pilot High School in Narail, Arbindu Acharya, opines during data collection that situational based learning should be introduced in the text. That is, learning will be field–work related regarding our tradition, culture and economy so that students can learn English and know about culture and earning sources at the same time.

Most of the teachers and students from the related schools for data collection are in favour of a few changes or modification in the topic selection and mark distribution. Many teachers and students of the selected eight institutions, for instance, opine that translation

should be added in the second paper so as to clear the concept of tense and increase sentence structure idea as well as vocabulary.

Regarding M.C.Q, true/false, rearrangement in the first paper; and transformation, parts of speech, story writing in the second paper, they have various opinions. Mahtab Uddin (English teacher of Junior Ideal school, Rampura, Dhaka), Md. Shah Alam (English teacher of Chapain Model High School, Savar), Sumyia Mary (student of PATC School) opine that transformation of SSC (paper II) covers a huge study for 5 marks only. It should be divided into two parts- transformation (affirmative–negative, simple-complex-compound, and degree) and voice change having 5 marks for each. Rearranging in paper I should be from the text because it has no fixed range of study. Md. Shah Alam says that grammar in paper II should be of 50 marks and Mr. Mahtab Uddin says that re-translation (from English to Bangla) should be included in place of M.C.Q or true/false because many students answer these without understanding the questions. He also opines that parts of speech and rapid reader should be added in the syllabus to increase vocabulary list; whereas Amina Afroze (student of Savar Cantonment Public School) is in favour of studying these two topics up to class eight. Asif Iqbal (student of Global Ideal Boys' School) is in favour of rearranging and table as they improve skill of sentence structure and vocabulary list.

In concern with mark distribution they have several suggestions. Some of them say that completing story of SSC paper II should be allowed of 10 marks and the rest 5 marks should be given to grammar part by adding another item. Tapan Devnath (teacher of Savar Cantonment School) and Sumyia Mary (a student) opine that substitution table, rearranging and paragraph of paper I in SSC should be of 10 marks each and the rest 10 marks should be allowed to informal letter writing.

Moreover, for effective implementation of the present English syllabus, the teachers and the students have emphasized on group discussion, presentation, English language club, training, providing teaching materials, situational study, and so on.

Recommendation and Conclusion

5.1 Recommendation:

With a view to analyzing and evaluating the English Syllabus at the SSC level, the researcher has undergone a very rigorous journey. After doing the procedures relevant and necessary for this, the researcher comes up with the following suggestions with a view to implementing and upgrading the present syllabus in order to get the maximal benefit from it as well as to reduce the rate of failure in English:

- Teachers should be trained so that they can come out of the back-dated attitude, can make the class lively, interactive and follow the four basic language skills. Because many teachers in rural areas and also in urban areas are not familiar with CLT approach and do not know how to teach CLT approach. Training gives teacher new vigor in teaching.
- Enough teaching materials should be provided for the teachers and students. At the same time teacher-student ratio should be reduced. In communicative language teaching, teacher-student interaction is a must. If the ratio is much, the interaction will not be successful.

- Teacher should play role as a researcher and as a learner. So, with the change of teaching and learning system, the role of the teacher should be changed. He should try to present the new language items, structure and vocabulary clearly in English.

- The teachers have to plan an organized lessons taking consideration of the students' interest and level.

- Duration of class hour should be extended and group work, presentation etc should be done. English learning is learning a foreign language; not like other subjects. Hence it requires more time.

- Viva-voce examination may be introduced to test speaking skill. Here, starting English Language Club can be very helpful in increasing speaking skill and can remove students' fear and nervousness of English.

- The less important or non-important lessons may be omitted from the text in order to remove the students' fear of huge syllabus in English and to provide them more interest in reading. The lessons should be designed in such a way that each lesson should contain a variety of activities and skills with maximum student-involvement.

- The teachers should help, praise and encourage their students to improve and should not be fussy about minimal points of grammatical accuracy. They should remember that their main goal is to create and sustain the students' motivation and interest in learning English.

- Field-work related lessons can be included in the text. Two things will be gained then: a student will learn English and they will know about our culture, society and economic condition at the same time.

- Some items can be changed or added in the exam question papers. For example, in English first paper, MCQ or true/false can be replaced by re-translation (English to Bengali) or antonym and synonym and in first paper informal letter of 10 marks can be added. Transformation in the second paper can be divided into transformation of sentences like affirmative-negative, simple-complex-compound, changing degree and voice change etc. and each having 5 marks. Changing parts of speech or joining sentences can be of 5 marks and can be added in the grammar part. Amplification can be added in S.S.C second paper as an optional to dialogue.

- Grammar should be of 50 marks in English second paper. Dialogue or summary should be of 5 marks and story writing should be of 10 marks and the rest marks can be taken to grammar part.

- The ongoing professional development of teachers needs to be given utmost priority. To ensure quality assurance in the public and the private sectors, a regular body and an accreditation system need to be set in place accurately.

5.2 Conclusion:

After a vast exploration, it is scrutinized that the importance of English as a means of communication is increasing rapidly. Hence, we need an appropriate English syllabus designing and teaching method or approach. It is clear that this study has prompted in finding out the effectiveness of the present S.S.C syllabus in learning English as a foreign language as well as a second language. The researcher has observed, analyzed and evaluated the syllabus thoroughly and minutely and tried to find out its merits and drawbacks. Then having analyzed the drawbacks, the researcher has attempted to provide some suggestions for

modification to make the syllabus more effective and upgrade. Data collection finds out the reasons why a huge number of students fail in English every year and the ways to come out of this. It has been found from data that untrained teachers, lack of teaching material, lack of teacher-student interaction, huge lessons etc. are responsible for the downfall of the S.S.C students in English. By removing these shortcomings, we can hope our students to be competent and better performers in both the exam and in the real-life situations. Hence, there is a crucial need for individuals, institutions and forums to raise voices of concern in order that English language teaching and learning should move in an appropriate direction. In this regard, we need to learn from past mistakes in our attempts to curricular change. Moreover, the on-going professional development of teachers needs to be given priority and we need to be aware of the pitfalls of the changing process. We have to take into account contextual factors, the local learning culture and the attitude of the teachers and the students. The authority concerned about this regard should be aware of all these facts and take vital initiatives to achieve the goal ultimately.

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Appendix A

Teacher Questionnaire

Name: Date:
Job duration:
Institution:
Age:

Please tick (√) the appropriate answers.
1. How effective is the present syllabus in teaching English?
    a.   Useful   b. very useful   c. somewhat useful
2. Do you think that the newly introduced CLT approach is effective in teaching English?
    a.   Yes   b. No   c. there is some lacking
3. Do the students interact in the class?
    a.   All of them   b. Few of them c. Most of them
4. How do you feel in teaching with the present syllabus?
    a.   Lively   b. As usual   c. Not bad
5. How do you engage the students in listening activities?
    a.   Listening to the lecture   b. To music/songs/news c. Telling story
6. What skills do you teach in the class?
    a.   All the four skills   b. Reading and writing c. Only reading
7. How do you teach grammatical rules?
    a.   By explaining   c. By practicing exercise
    b.   Only by memorizing   d. Both
8. Do you encourage the students to use English outside the classroom?
    a.   Always   b. Sometimes   c. Never
9. Do you think the teachers are proficient and innovative enough to teach CLT approach?
    a.   Somewhat   b. Yes   c. No
10. If not, do you think that the teachers need training?
    a.   Yes   b. No   c. Will not be bad
11. How much response do you get from the students?
    a.   Good   b. Satisfactory   c. Below average
12. Is the time duration enough for learning English as a second language?
    a.   Yes   b. No   c. Should be extended
13. Can you complete the syllabus before exam?
    a.   Yes   b. No   c. partially the rest is completed by themselves
14. Why do a number of students fail in English in the public exam every year?
    a.   They are very weak and cannot understand English
    b.   They are not motivated in the class
    c.   They do not study regularly
15. Do you think the present syllabus needs any change or modification?
    a.   Yes   b. No

      c. Mark and topic distribution needs modification

16. Do you think translation should be added in the syllabus?

    a.   Yes   b. No

Appendix B

Student Questionnaire

Name: Date:

Name of the school:

Class: Age:

Please tick (√) the appropriate answers.

1. How do you feel learning English?

    a. Hard   b. Easy   c. Average

2. If difficult, why is difficult?

    a. Weak in vocabulary and grammar

    b. Weak in sentence structure

    c. Teacher does not make us understand

3. Does the teacher deliver lecture in English?

    a. Always   b. Usually in English but also speak in Bangla   c. Mainly in Bangla

4. Do you think the teacher(s) are qualified enough or do they need training?

    a. Yes, qualified   b. Need training   c. No comment

5. Do you think translation should be included in the syllabus?

    a. Yes   b. No   c. Will be helpful

6. How many classes do you have in a week?

    a. Six classes   b. More than six   c. Less than six

7. Do you have any classroom work like talking in English?

    a. Yes   b. Not frequently   c. Never

8. Does the dialogue or completing story section help enrich writing skills or imaginative power?

    a. Very useful   b. Not in a proper way   c. As usual

9. Do you think the classroom environment is favourable to speak fluently in English?

    a. Yes   b. Somewhat   c. No

10. Do you have any group discussion or presentation?

    a. Yes   b. Never   c. Sometimes

11. Do you ask question to your teacher in English or Bangla?

    a. In English   b. In Bangla   c. Both in English and Bangla

12. How do you enjoy your English class?

    a. Very much   b. Boring   c. Not so much

13. After checking the scripts, does your teacher discuss about the errors?

    a. Always   b. Sometimes   c. Never

14. How do you learn grammatical rules?

    a. By memorizing   b. Explaining by teacher

    c. By practicing contextual exercises.

An Insight into the Status of Teaching and Learning of English at the Dakhil (Secondary) Level in Bangladesh

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Israt Jahan Shuchi**

Abstract

The study examines the status of teaching and learning of English language of the Dakhil (Secondary) level students in the madrashas (Arabic term of schools)in Bangladesh; thus sketching a picture of teacher-student interaction and their linguistic behavior in the class room and the level of performance of students in the four basic skills of English Language. The investigation also goes around some domains directly related to applied linguistics and ELT- textbook materials, syllabuses, teaching methods, status of teachers, teaching aids and equipment, perception of needs of English, preference of learning strategies, etc. The study employs two sets of questionnaires given to randomly selected 500 Dakhil students from different madrashas and 12 teachers teaching English at the same level. The study reveals that the major problems lie with textbook materials, syllabuses, method of teaching, avoidance of practicing listening and speaking, poor quality of teachers, and resource constraints. On the basis of findings, some suggestions are offered to improve the teaching and learning status of English at the Dakhil level.

1. Introduction

Recent curricula innovations in several countries where English is taught as a Foreign Language (EFL), have included communicative language teaching (CLT) approaches that are commonly used in English as a Second Language (ESL) settings. Communicative Approach believes in the use of the L2 as the medium of instruction and it also believes that the use of L1 brings about 'error transference' (Pacek, 2003), thereby, hindering learning. It was Krashen who advocated maximum exposure to the target language and stated that all the lessons or as much as possible should be in L2 (English in our case), and that there was a definite relationship between comprehensible input in L2 and proficiency (Krashen, 1985, p14).

Following the trend pioneered by Krashen, in Bangladesh the Communicative Language Teaching (CLT) approach was introduced at the secondary level in 2001 and at the higher secondary level in 2003 with the expectation to bring about a qualitative change in learning and teaching system. Various efforts both on part of the government and the educationists have also been made to improve the English language teaching and learning condition in the madrashas during the last few decades in Bangladesh.

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Still a poor condition exists in the English language proficiency of Dakhil (Secondary) students. Usually, madrasha English teachers use the Grammar Translation Method instead of Communicative Approach in teaching English. The teachers do not explain the text in English, the target language; rather they prefer to use Bengali. Though the text book (*English for today for classes 9-10)* is written in communicative thoughts and ideas and the syllabus is designed with communicative language teaching contents and items, the teachers are found reluctant about the guidance of the book. The uniform curriculum used by the education board of Bangladesh for the secondary and higher secondary levels are seriously faulty. There are lots of speaking and listening activities in the text book but students are not interested to practice these since speaking and listening skills are not tested in the final examination. Thus, though the materials are based on CLT, teaching, learning and testing do not comply with the same approach. The present paper observes that most of the teachers neither speak English nor encourage students to speak English in the classroom. It is painfully observed that after many years of learning English, most of the learners cannot speak English with necessary fluency and accuracy.

The study also finds that teachers remain very much active in the class and students sit idle as passive listeners. Problems are also with textbook contents and items which encourage students to memorize rather than to practise. Sometimes students are merely taught text book contents rather than practising four basic skills. For all these reasons, a large number of students fail in Dakhil public examination despite learning English for 10 years as a foreign language.

At present, 30% of the total students in Bangladesh have been studying in the madrashas (source: Madrasha Education Board, http://www.bmeb.gov.bd). In spite of being the second biggest education provider in the country in respect of enrolment, very little research has so far been conducted on it. For this reason, the research aims to give a true picture of the teaching and learning condition of English at Dakhil level thus offering new strategies and techniques to improve the condition.

2. Background Research

There are many studies carried out in the field of Applied Linguistics and ELT around the world. Some of the significant works related to the present study are reviewed here.

Hasan (2005) makes a linguistic study on the English Language Curriculum at the Secondary level in Bangladesh. It shows that students are aware of the importance of learning English though 59% students have disinterest in speaking English. He also discovers that the syllabus and the curriculum of education are examination-oriented. He also shows that 82% rural and urban madrasha students complain that English is not sufficiently used in the class; on an average, 68% teachers admit that they do not arrange the practice of four basic skills of English in the class.

Pande (2005) carries out a study among the teachers teaching English to the higher secondary students in the Tamil Nadu state of India and finds that 72% teachers teach

English through the medium of Tamil, the mother tongue. She observes the clear interference of the mother tongue in practising English in the class.

Uzpaline and Galina (2003) carry out a study among the under graduate students in Kamal Ataturk University in Turkey that reveals that 80% students are weak in listening and 73% are weak in speaking. The investigation observes that 65% learners can read the English text correctly at satisfactory level and can express their opinion through written English.

Johnson (2001) in his study on the secondary English language teachers in Ukraine finds that the trained teachers are efficient in handling English classes. Teachers who have a very good English medium background are the best for teaching the students to acquire a language. He suggests that teachers should avoid adopting narrow steps for teaching English by giving clues. He finds that only 29% teachers are trained up while 71% do not have any training in teaching.

Ancker (2000) in her research finds that 'error correction' remains one of the most contentious and misinterpreted issues in second language (SL) and foreign language (FL) teaching profession. Her survey to the question - should teachers correct every error students commit while using English -covers responses from teachers, teacher trainees and students in 15 countries. 25% (out of 802) of teachers and 76% (out of 143) of students support this viewpoint, while 75% of teachers and 24% of students respectively are against this viewpoint. Ancker's study correlates the present study because both the studies deal with the correction and self- correction of students' written work.

The study of Stpka (2003) on learners' perception on self or peer-correction finds that only 36% of learners would not mind having their written work corrected by peers, while a vast majority, 64% are against peer-correction. As far as self-correction is concerned, 23% of respondents would not mind correcting their own work while 77% would mind rectifying their own mistakes.

In sum, these studies have discussed almost all the aspects of teaching and learning of English as a foreign language (FL) or Second language (SL), though none of these singularly contains all the aspects together. We here try to bring forth all these aspects together; thus giving an insight into the teaching and learning of English at the Dakhil level in Bangladesh. And, of course, the works which are reviewed here are a vibrant source of supportive information.

3. Research Objectives

The present study concentrates on the issues of teaching-learning of the four basic skills of English language and the process and nature of ELT at the Dakhil level in Bangladesh. Since language instruction has five basic components including students, teachers, materials, teaching methods and evaluation, the present study addresses the following questions:

1. What kind of text book materials do the Dakhil students use for learning English as a foreign language?

2. How much are the learners proficient in English Language?
3. Do the students practise the four basic skills of English language in the class?
4. Which method do the teachers follow while teaching English?
5. Are the teachers qualified and competent enough to teach English?
6. Do the students know the importance of English?

It is hoped that based on the results, practical and valuable recommendations to the language teachers will be offered on how language teaching and learning of English at the Dakhil can be improved.

4. Methodology

The research methodology adopted for carrying out this study includes sampling, instrumentation, subjects, the data collection procedures, the list of madrashas for investigation and the data analysis methods.

4.1. Subjects

For the present study 500 Dakhil students have been randomly selected from 12 madrashas located both in urban and rural areas in Bangladesh. These students have already received English instructions for about 9 years. To collect data, more than 12 teachers of the same institutions are interviewed through questionnaire.

4.2. Instrumentation

In the present study, two sets of questionnaires are used to elicit information from the respondents on different issues towards teaching and learning English as a foreign language. The present study is a quantitative research in nature.

4.3. Student Questionnaire

In this questionnaire, all are the multiple choice questions except some 'Yes/No' questions. In the closed format questions, answers are restricted; therefore, it is easy to calculate percentages and other statistical data. The student questionnaire consists of 14 items covering 14 issues on ELT and Applied linguistics such as syllabus, textbook materials, practice of English language skills in the class, teaching method etc.

4.4. Teacher Questionnaire

The questions of the teacher questionnaire are close ended. In the teacher questionnaire also, there are 14 items. The model of Gardner (1985), Kenning (2001) and Maniruzzaman (2003) are consulted for checking the reliability, validity and practicality of the questionnaire. They included a variety of questions that were open-ended, yes/no, ranked, multiple-choice, and scaled questions. 12 teachers teaching English at Dakhil level have responded to the questionnaire.

4.5 Data Collection Procedures

The survey is carried out through the questionnaire in 12 Dakhil, Dakhil level Alim, Dakhil level Fazil and Dakhil level Kamil madrashas from both urban and rural areas. Data is also collected from the English teachers teaching the same students. Data collection takes place during March 2009- April 2009.

4.6. List of Madrashas Selected for Investigation

We selected 12 madrashas located both in urban and rural areas for the study. The selected madrashas are:

Serial No:	Name of Madrasha	Number of Respondents selected	
		Students	Teachers
1.	Bharapara Fazil Madrasha, Kendua, Netrakona	50	1
2.	Tongi Senior Madrasha, Gazipur	40	1
3.	Netrakona N. Akanda Alia Madrasha	40	1
4.	Islamia Senior Madrasha, Manikgonj	50	1
5.	Sharishabari Alia Madrasha, Jamalpur	48	1
6.	Shah Ali Kamil Madrasha, Mirpur	72	1
7.	Kendua A. H. Dakhil Madrasha	30	1
8.	Paikura Dakhil Madrasha	50	1
9.	Ganda Fazil Madrasha	30	1
10.	Baitul Aman Alia Madrasha	40	1
11.	Royalbari Fazil Madrasha	28	1
12.	Raipur Dakhil Madrasha	22	1

Table 2: List of Madrashas for Investigation

4.7. Data Analysis

We collected data to examine the status of English language teaching and learning at the Dakhil level in the Madrashas in Bangladesh and analyze those data following appropriate statistical procedure. In this study, survey results are presented in the pie charts and tables.

We by narrowing down the context categorize data into different subgroups like curriculum, syllabus, lesson, teaching methods and approaches, mother tongue etc. Except the 'Yes/No' questions, the respondents are in most cases requested to tick (✓) one out of 4/5 options. In a few cases, they can choose more than one options. The responses of the subjects are then generalized for the entire number of Dakhil students. Item wise percentage of the score is calculated as follows:

$$\text{Score of the item (\%)} = \frac{\text{Total responses x 100}}{\text{Number of respondents}}$$

5. Findings and Analysis

This chapter deals with the presentation and analysis of the findings of the present study. Relevant data collected from both the students and the teachers is presented in pie charts. The findings then are analyzed in the descriptive and contextual methods. Expert opinions on issues related to ELT and Applied linguistics are also incorporated. Now the presentation and the analysis of the findings of 14 questions are mentioned below.

Student Item 1: Relevance of Syllabus.

How much is the syllabus relevant to learning English?

The figure shows that 36% students consider their syllabus *a little* relevant to learning English; 23% students term it *fairly much* relevant; 21% students consider the syllabus *not at all* relevant and 13% think that the syllabus is *very much* relevant to learning English.
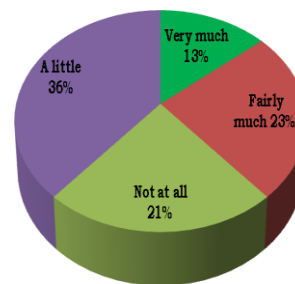
Figure 1.1: Relevance of syllabus to the students

Teacher Item 1: Relevance of Syllabus

How much is the syllabus relevant for your students to learning English?

The chart shows that 40% teachers view that the English syllabus is *a little* relevant to learning English; 36% teachers suggest that it is *fairly much* relevant though 20% teachers come up with the view that the syllabus is *not at all* relevant; only 4% teachers comment that the syllabus is *very much* relevant.

Both the groups of respondents (teachers and students) show almost the same percentage, 40% (t) and 36% (s) respectively, suggesting the syllabus a *little* relevant. Stein claims that the more relevant the syllabus is, the more learning takes place.

Figure 1.2: Relevance of syllabus to the teachers

Student Item 2: Practice of English Language skill

Do you practice the four basic skills of English (LSRW) language in the class?
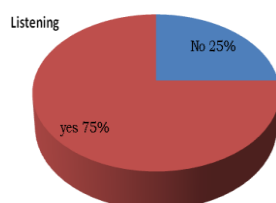
Figure 2.1.1: Practice of listening skill

38

The figure 2.1.1 shows that 75% students respond negatively with regard to listening practice where 25% reply positively.

In the figure 2.1.2 72% students speaking skill in the class while they do practice speaking in the

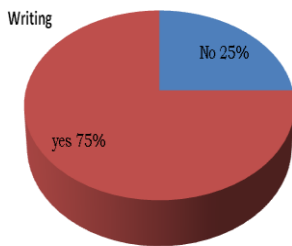Figure 2.1.2 Practice of speaking skill
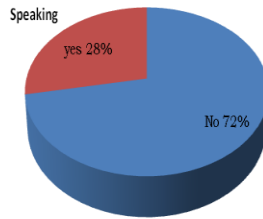
say that they do not practise only 28% students admit that class.

Figure 2.1.3: Practice of reading skill
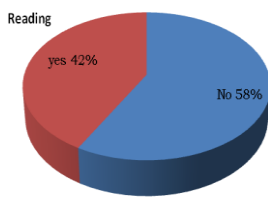
Here in the figure 2.1.3, 58% students do not practise reading in the class while 42% students suggest that they do practice reading in the class.

Figure 2.1.4: Practice of writing skill

The figure 2.1.4 shows that 75% students hold positive opinion about writing practices while only 25% students comment negatively on writing practices. In these four pie charts, it has been clear that the two skills listening and speaking remain neglected and unattended by the students though the preface to the book *English for Today for Classes 9-10* claims that exercises in the book contains four integrated skills.

Teacher Item 2: Practice of English language skills
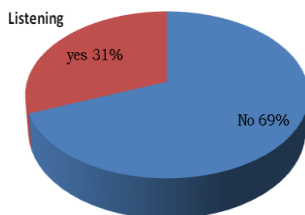
Figure 2.2.1: Practice of listening
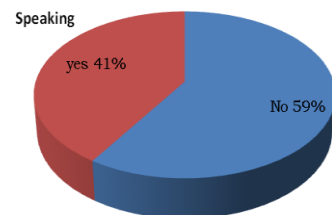
Figure 2.2.2: Practice of speaking

Do you make your students practise four skills (LSRW) in the English Class?

In the figure 2.2.1, 69% teachers admit that listening is not practised in the class while only 31% teachers claim that listening is practised in the class. The figure 2.2.2 displays that 59% teachers are reluctant about practising speaking whereas 41% teachers claim that they practise speaking while teaching in the class.

The figure 2.2.3 shows that 75% teachers claim that they arrange reading practice in the class while only 25% teachers respond negatively. In the figure 2.2.4, 90% teachers agree on the
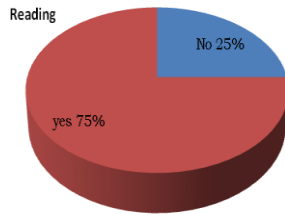
Figure 2.2.3: Practice of reading
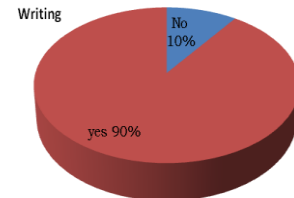
Figure 2.2.4: Practice of writing

fact that writing skill is practised in the class. But a large number of teachers (69%) and students (75%) admit of not practising listening skill in the class. Therefore, a strong correlation exists between students and teachers with regard to practising listening and speaking in the class.

Student Item 3: Role of the English Textbook

How much is the textbook useful to learn English language skills?
In this chart, only 15% students think that the textbook *English for Today for Classes 9-10* is *very much* useful though 40% consider it *a little* useful; 20% students suggest that the book helps them *not at all* and 25% comment *fairly much*.
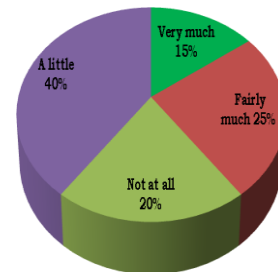

Figure 3.1: Role of the book viewed by students

Teachers Item 3: Role of the English textbook

Figure 3.2: Role of the textbook viewed by teachers

How much is the book helpful to you to teach the English language skills?
Here only 6% teachers think that the text book is *very much* helpful though to 28% teachers, it is *fairly much* helpful; 43% teachers certify that the book is *a little* helpful but 23% completely deny its effectiveness. The statistics discloses some agreement between the students and the teachers. The highest percentage of students (40%) and teachers (43%) certify that the book helps *a little*.
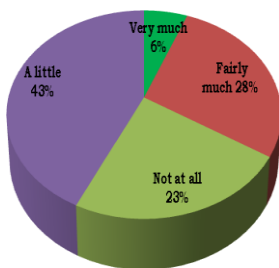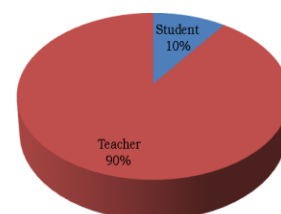
Student Item 4: Activeness in the Class

Figure 4.1: Activeness in the class viewed by the students

40

Who is more active in the class - students or teachers?

The pie chart shows that 90% students affirm that teachers remain exclusively active in class while only 10% students say that they talk more in the class. But in communicative approach students should play the active role.
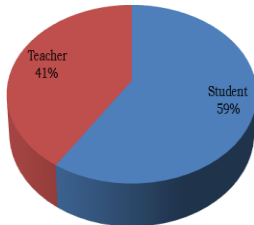
Teacher Item 4: **Activeness in the Class**

Figure 4.2: Activeness in the class viewed by the teachers

Who is more active in the class - students or teachers?

As displayed in the figure, 59% teachers believe that students remain active in class while 41% teachers believe that teachers remain active in the class. It shows a total opposite view of the previous picture.

Student Item 5: **Explaining Grammar Rules**

How much does the teacher go for explaining the grammar rules?

This figure shows that only 12% students admit that the teachers explain the grammar rules *very much* while 32% students complain for *not at all* explaining the rules; 36% students suggest *a little* explanation while 20% students acknowledge that the teachers *fairly much* explain the grammar rules.
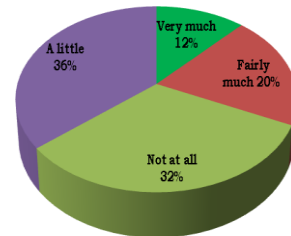
Figure 5.1: Explaining grammar rules viewed by the students

Teacher Item 5: **Explaining grammar Rule**

Figure 5.2: Explaining grammar rules viewed by teachers

How often do you explain the grammar rules to your students?

The figure shows that only 6% teacher confess of *not at all* explaining the grammar rules while 58% teachers claim that they explain these *fairly much*; 12% teachers give *very much* explanation whereas 24% teachers explain *a little.* However, Goodey (1997) suggests that grammatical rules should be explained in the context of communication.
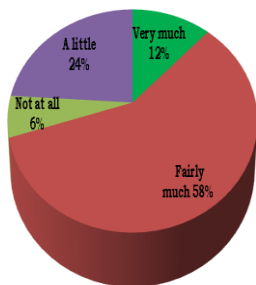
Students Item 6: **Vocabulary Explanation**
How often does the teacher explain the vocabulary items in English?
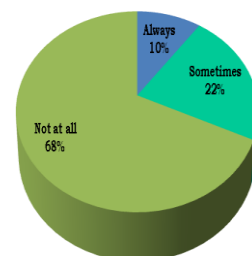
41

Figure 6.1: Vocabulary explanation viewed by the students

Regarding explanation of the difficult vocabulary items, 64% students complain that the teachers do *not 'at all'* explain the items in English while only 10% students suggest that the teachers *always* explain; 22% students mark *'sometimes'*.

Teacher Item 6: **Vocabulary Explanation**

Figure 6.2: Vocabulary explanation viewed by the teachers

How often do you explain the vocabulary items in English?

It is observed that 55% teachers *sometimes* explain the vocabulary items in English and only 10% teachers confess of not explaining the items; but 35% teachers claim that they *always* explain the vocabulary items in English.

Student Item 7: **Using English by the teachers**

Does your teacher speak English in the class?

This pie chart shows that the highest percentage of students (69%) claim that the teachers do not use English in the class while only 31% student admit of using English in the class.
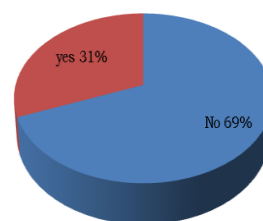

Figure 7.1: Use of English by the teachers viewed by students

Teacher Item 7: **Using English by the teacher**

Figure 7.2: Use of English by the teachers viewed by students

Do you speak English in the class?

As noticed in the chart, 55% teachers claim that they speak English in the class though 45% teachers confess that they do not speak English in the class. But it is necessary to mention that teachers should use English in the communicative approach to teaching and learning.
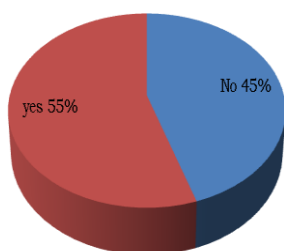
Student Item 8: **Teachers' Competence**
Do you think your teacher is competent for the Dakhil level?

In term of teachers qualification only 12% students confirm that their teachers are *very much* qualified while 28% consider that they are *not at all* qualified; the highest percentage- 39% students consider their teachers *a little* bit competent though 21% students appreciate their teachers as *fairly much* competent.
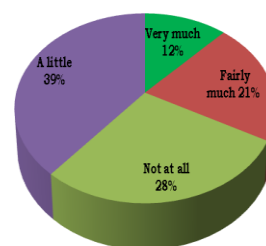

Figure 8.1: Teachers' competence viewed by the students

Figure 8.2: Teachers' competence viewed by the teachers

Teacher Item 8: **Teachers' Competence**
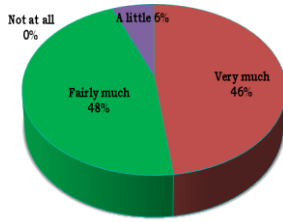**Do you think you are competent to teach English at Dakhil Level?**

In this self-evaluation, 48% teachers claim that they are *very much* competent to teach at the Dakhil level while 46% teachers label themselves as *fairly much* only 6% teachers think that they are *a little* qualified but no teachers tick *not at all* option. There is a contradiction in this view between the teachers and the students.

Student Item 9: Teaching Aids and Equipment
What kinds of teaching aids and equipment are available in the class?

The figure shows a shocking picture of the classroom. 100% students candidly admit that only *blackboard* is used in the teaching-learning activities. Even they are not acquainted with the modern aids of teaching.
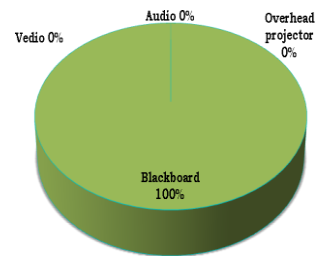

Figure 9.1: Use of equipment and teaching aids viewed by the students

Figure 9.2: Use teaching aids viewed by the teachers

Teacher Item 9: **Teaching Aids and Equipment**
What Kinds of teaching aids of the following are available in the class?

Like the students, the teachers also give a surprising response in case of using teaching aids. 100% teachers confirm that they only have the *blackboard* available in the class for teaching English.

Student Item 10: **Correction of Errors and Mistakes**

When do you want your errors/mistakes to be corrected by your teachers?

This pie chart reveals that majority percentage (64%) of the students prefer their errors/ mistakes to be corrected *later, in private* while only 6% students would not mind to be corrected *immediately in front of everyone*; 32% students like their errors/ mistakes to be corrected *later, in front of everyone.*
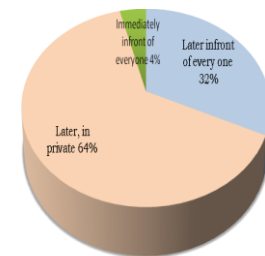

Figure 10.1: Correction of mistakes/ errors viewed by the students

Teacher Item 10: **Correction of Errors/Mistakes**
When do you correct your students' errors/ mistakes they commit?
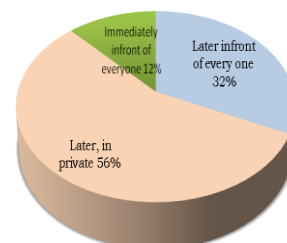

Figure 10.2: Correction of mistakes/ errors viewed by the teachers

The chart shows that 56% teachers correct students' errors/mistakes l*ater, in private* while 32% teachers correct *later in front of everyone*; and only 12% teachers do not hesitate to correct their errors/mistakes *immediately in front of everyone*. Harmer (2001) opines that the best time to correct is as late as possible.

Student Item 11: **Self correction**
Do you correct your errors/mistakes by yourself?

The chart indicates that 68% students gladly correct themselves while 32% students disagree with them. This study goes parallel with the study of Erdogun (2001) which reveals that 71% students prefer their work corrected by themselves.
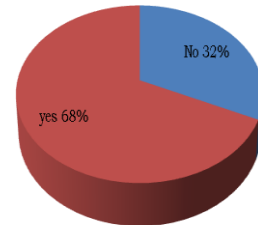
Figure 11.1: Self correction viewed by the students

Figure 11.2: Self correction viewed by the teachers

Teacher Item 11: **Self Correction**
Do your students mind if they are asked to correct their own works?

From the chart, it is seen that a huge percentage- 80% teachers believe that students prefer self-correction while only 20% teachers disagree with this view. Little John (1999) agrees that students must be given practice in self-correction of their own work.

Student item 12: Relevance of lesson
How much relevant your lessons are?

From this pie chart, only 12% students think that the lessons of the textbook are *very much* relevant while 13% think *not at all* relevant; and 33% students judge them *fairly much* relevant though 42% consider that the lessons are *a little* relevant.

Figure 12.1: Relevance of lesson viewed by the students

Figure 12.2: Relevance of lesson viewed by the teachers

Teacher Item 12: **Relevance of lessons**
How much relevant the lessons you teach are?

As displayed in the chart, only 9% teachers view that the lessons are *very much* relevant while 16% teachers think that the lessons are *not at all* relevant; 35% teachers find them *fairly much* relevant and 40% teachers find *a little*.

Student Item 13: Encouragement of Teacher
Do your teachers encourage you to speak English?

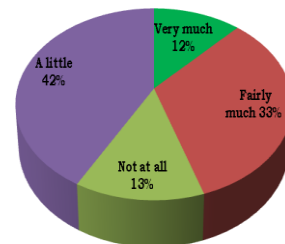The chart shows that only 13% students claim that the teachers encourage them *very much* while 25% students blame them for *not at all* encouraging speaking English; on the other hand, 42% students confirm that the teachers encourage *a little* though 20% students term the encouragement as *fairly much.*
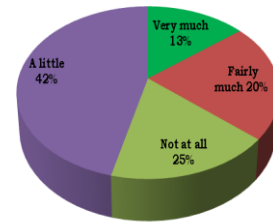
Figure 13.1: Teachers encouragement viewed by the students

Teacher Item 13: **Encouragement of Teacher**

How much do you encourage your students to speak English?
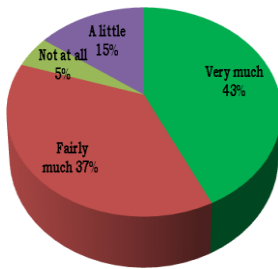
Figure 13.2: Teachers encouragement viewed by the teachers

As displayed in the pie chart, 43% teachers claim that they encourage the students *very much* though 5% teachers candidly say that they do *not at all* encourage the students; 37% teachers believe that they encourage the students *fairly much* while 15% teachers claim that they encourage *a little.* However, teachers' motivation is a must for the students as there is a strong correlation between motivation and teaching.

Student Item 14: Necessity of English

Why do you study English?

Passing examination	80%
Getting good jobs	82%
Communicating with others	71%
Reading English books	42%

Table-3: Necessity of English viewed by the students

Here, 80% students need English for *passing examination* while 82% students need English for *getting good jobs*; 71% want it for *communicating with others* and 92% need for *reading English books.*

Teachers Item 14: **Necessity of English**

Why do your students study English?

Passing examination	83%
Getting good jobs	94%
Communicating with others	88%
Reading English books	59%

Table-4: Necessity of English viewed by teachers

The table reflects that 94% teachers believe that the students need English for *getting good jobs* and 83% teachers claim that they need English for *passing examination*; 88% teachers are of the view that students need English for *communicating with others* and 59% of them think that students need English for *reading English books*.

Thus the researchers analyze the findings in an attempt to give an insight into the English language teaching and learning at the Dakhil level in Bangladesh. Here we often see agreement and sometimes disagreement on different issues between the students and the teachers.

6. Suggestions

The present study is an endeavor to render an evaluation of the teaching and learning of English at the Dakhil level in Bangladesh. The study gives a shocking picture of English language learning and teaching process. The analysis of the data speaks of the grim condition of the madrasha secondary level (Dakhil) students. With a view to overcoming the problems, the present study puts forward some suggestions.

6.1. For the Teachers

On the basis of the findings the following points are recommended for the teachers through whom the teaching process is conducted.

1) Teachers should be very friendly and interactive in the class and should make the class student-centred.

2) Grammar should be taught inductively and oral test can be given on the grammar items already taught.

3) New vocabulary items should be introduced to the students with the visual objects so that the students can easily grasp them.

4) Teachers should have some pre-planning about the students they are teaching and make necessary changes if the plans do not function properly.

5) After the completion of each lesson the teachers must measure how far learning has taken place.

6) Teachers must get proper training as how to make the students learn the target language.

7) Teachers should give proper practices to the students which will cover all the four basic language skills.

8) To develop the language ability of the students, teachers should encourage them to be innovative.

9) Teachers should cover the syllabus and its all items within the stipulated time so that the students can get enough time to think about their difficulties.

10) For practising oral skill, teachers should encourage and motivate students to speak inside and outside the classroom.

11) Error should not be treated negatively; rather it should be taken as a sign of language development process.

12) Teachers should use the mother tongue only when they are asked by the students for the clear understanding of the topics.

13) Teaching listening comprehension should not be ignored. Teachers should use audio-aids for the listening practice.

14) Teachers should create a congenial atmosphere of education in the classroom.

6.2. For the Students

In communicative language teaching and learning, students play the central role. So they need to be empowered in language learning activities. It has already been said that the class should be student-centred so as to get the benefit of proper learning and teaching.

1) Students should use language more in interactional activities such as role play, debate, etc. inside and outside the classroom.

2) For developing writing skill, students should develop the habit of keeping journals, writing letters and creative writings.

3) For developing listening skill, they should regularly listen to English news bulletins on radio and TV as well as watch English films and plays.

6.3. For the NCTB, Madrasha Education Board

NCTB is authorized to introduce textbooks at different levels of the education structure. So they should prepare textbooks which expedite English language teaching and learning as Sheldon suggests that "textbooks represent the visible heart of any ELT program" (237).

1) NCTB should always prepare textbooks according to the needs of the students with clear instructional procedure and methods for the teachers.

2) In the textbooks, materials should be authentic, original as well as creative.

3) The textbooks should include variety of themes and topics; thus presenting all the four skills of the language.

4) Supporting note books and guidebooks should be examined for making them as much mistake/error-free as possible.

5) Teacher's Guide should be published as early as possible.

6) Training for madrasha English teachers should be arranged on a regular basis.

8) The Board should develop the Curriculum Wing as a full- fledged one.

9) The Board should arrange workshops, seminars, training programs for textbook writers.

10) Different teachers training institutes should be set-up.

6.4 Examinations and Tests

1) There should be cohesion between the question paper and the syllabus.

2) Questions which require memorization should be avoided.

3) All the skills of language should be tested through different items and activities.

4) Grammar items/vocabulary should be tested in context.

6.5 Teaching Aids and Equipment

1) All the madrashas should be equipped with modern teaching aids and equipment.

2) Teachers need to learn how to utilize these best.

3) The following technological aids are recommended to be used for teaching English in the class.

   a)   Overhead projector

   b)   Multimedia

   c)   Picture

   d)   Realia

   e)   Television

   f)   Computer

   g)   Audiocassettes

   h)   Video facility.

7. Conclusion

The present study is an attempt to address a number of issues related to ELT and applied linguistics. The study reveals many loopholes in the English language teaching and learning conditions at the Dakhil level.

The study gives insights into the syllabus followed at Dakhil level, students' and teachers' attitude toward English language learning and teaching, teaching techniques used by the teachers, the textbook prescribed for the Dakhil students by the Madrasha Education Board etc. At the end of the study, we have put forward some recommendations for teachers, students, NCTB, Madrasha Education Board, testing system, textbook and the final examination. All these are for improving the teaching and learning conditions of English at the Dakhil level in Bangladesh. The study ends up with the possibilities of further research on the following issues.

1. Error analysis committed by the Dakhil students.

2. The application and effectiveness of communicative approach in the class.

3. The curriculum and textbook evaluation and

4. Learning styles and strategies in learning English.

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Literature from the Learners' Perceptive

Dr Mahmoud Ahmad Thabet al-Maqtri*

Abstract

This study is a survey that aimed to investigate the attitudes of the students of the Department of English to literature courses. The idea of this study originated from the students' frequent complaints to the rationale behind including literature in the syllabus of the department. The reasons they cite are that it does not help improve their English, and it is irrelevant to their future careers. The samples of the study were 20 students of level II and 20 of level IV respectively- those who have not experienced English literature and those who have already studied it. Five main and four sub-hypotheses were suggested. The first main one regarding their interest in literature was rejected for both groups do not mind having literature. The second was accepted because both see that English does not help improve their English. The next two main hypotheses were accepted for it was found that both groups prefer modern to old literature (3.1) and prose to poetry (4.1). The relevant two sub- hypotheses (3.2) and (4.2) were rejected because there was a difference between the two groups. It was also found that novel was the most preferred genre because of its ordinary non-poetic or archaic language.

New trends in education have shifted emphasis from that on the teacher and teaching material to that which places much weight on the learner. This seems to meet the new changes in the social and political domains. As the individual citizen is gaining in importance in society, so the learner is taking on a more significant role in the teaching/learning situation -- the classroom. The learner has to take an active role; he must be involved in the decisions that determine the content and the style of his learning and that must be in the different stages of the teaching/learning process: planning, implementation and evaluation (Al-Maqtri 2002). As far as the content of what the learner learns, he is supposed to express his attitude to the different components of the different courses. This is what this paper is trying to probe. The students of English are studying different courses of English literature. However, we never ask ourselves if these courses appeal to the learners and help to improve their English as intended. We do not question the attitudes of these learners towards these courses. The following pages will address this situation.

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Background to the Study

The students of English in the Yemeni universities, and may be in other third world countries, join the department of English and are required to study English literary courses among other courses. It is clear that what these learners want is the language so that they can get jobs where English is required or travel abroad and so on. However, the literature courses form about 60% of the courses they have to study during the four years study in the department. What is the idea behind that is not clear or at the best debatable. The researcher professor has questioned the situation and the logic behind this big number of literature courses. Students also have expressed the same doubts about the benefit of literature. This is indicated by their frequent observations and complaints to the difficulty, or the relevance of these courses to their future careers. Moreover, the students are not consulted whether they are interested in what they are studying and whether they enjoy studying literature or not. All this was enough to invite the researcher to carry out this study to investigate the situation from the perspective of the students themselves.

Statement of the Problem

There are some indications that a considerable number of students, in the Department of English, are not enthusiastic about studying English literature courses, and is observed by the researcher and supported by the students' frequent complaints or questioning to the rationale of this big number of courses.

The Study Hypotheses

It was hypothesized that

1.1. the study groups do not enjoy literature.

1.2. there is no difference between the two groups of the students regarding whether they enjoy literature courses or not.

2.1. literature does not a play a role in improving their English.

2.2. there is no difference between the both groups regarding the role of literature in improving their English.

3.1. students prefer new form to old one.

3.2. there is no significant difference between the two groups regarding (3.1)

4.1. they prefer forms in prose to forms in poetic language.

4.2. there is a difference between the two groups.

5. the two groups view all forms of literature equally.

Methodology

This study is a kind of action research in which the technique of survey was used with the questionnaire as the main tool of data gathering. Class observations and informal interviews with the group concerned were utilized.

Sample and Sample Selection

The sample of the study was two groups of students studying in the Department of English. They were level II and level IV. Level II students were selected with the purpose of comparing them with those of level IV pertaining to their attitudes to English literary courses. They were not yet exposed to literature courses; this might make them differ from level IV in their attitudes to literature. On the other hand, level IV had been exposed to literature courses for three years or so. They might have developed certain likes and dislikes for literature. The two groups were randomly selected from the large population (180 students of both genders) of the two levels in the Department of English, Faculty of Arts, University of Ibb. Each group consisted of twenty students distributed equally into ten males and ten females. This makes the total number of the participants in the sample 40 students.

Data Collection and Analysis

Data Collection

As indicated at the beginning of this section that the main tool for gathering the data from the sample is the questionnaire. The questionnaire (see table 1 in the appendix) consists of two sets of questions. The first consists of four questions inquiring about the attitudes of the learners to literature courses, and whether literature helps them to improve their English or not. In other words, these questions try to find answers to the first four hypotheses. Set B questions (see table 2 in the appendix) try to find an answer to hypothesis five about the ranks of their preferences to these four main forms of literature. Set A is constructed on a four point-scale (completely agree, agree, disagree, and completely disagree). The respondents have only to tick the box under the selected scale. For set B, the participants have to decide which form of literature fits with the question given and then again put a tick in the appropriate box.

Validity of the Tool

Before the questionnaire was given to the intended groups, it was given to three professors in the Department of English to evaluate its validity. They almost agreed on all the items. The level of their agreement was 85%.

Reliability of the Tool

To test the reliability of the questionnaire, five copies were given to five students. After one-week lapse, it was given to them again, and there was 100% conformity between the two responses.

Data Analysis

The gathered data are tabulated and the technique of the frequency of the responses and that of percentage are used to analyze this data. It is found that this simple statistical technique can suffice the purpose to give an indication to the students' general attitude to English literature courses.

Procedures

The questionnaire was administered to the intended two groups, and each group was given five to ten minutes time to answer to the questions, which were of a closed ended type. These questions were designed in a way that made it easy for the students to answer. The students did not have to take the questionnaire home. Instead, they had to fill it in the classroom. This guaranteed the return of all copies. As the students finished answering the questions, the copies were collected, and then the data were tabulated and analyzed.

The Rationale

There have been many debates among different ELT circles on the logic behind including literature courses in foreign language learning/teaching. Teachers and researchers are divided over this issue. However, differences are not always bad. On the contrary, sometimes they can be quite positive. But what is often overlooked in many of such debates by both sides is the learner. Most of, not all, such discussions and debates have been taken place in the absence of the learner who is a focal element in the teaching /learning process. It is this point that calls for the need to consider the learner and see what they think of literature courses. Another reason that necessitates carrying out this study is that it is in response to a number of students in the department who frequently express their doubt of the benefit of literature and ask their teachers to justify the inclusion of such courses. This is the rationale behind undertaking this particular study.

Significance of the Study

This study focused on an issue that had imposed some kind of challenge to different people like planners, course designers, and teachers. First, it drew the attention to the ever-neglected identity; i.e. the learner. In other words, any discussion or decision on curriculum or methodology is supposed to consider the learner and this did not happen. This study gives a place to the learners so that they might have a say in what they learn, here literature. Second, it is hoped that this study would shed some light on the argument whether literature helps to improve language or not. Third, it might give some guidance to educationists, professors, and teachers to be more precise of the quantity and quality of the literature to be included in the syllabus of the department of English.

Literature Review

This area has been the focus of a considerable literature both locally, regionally and internationally. At the local level, the following studies are found of relevance to the topic of this study. The first of these is entitled "Is it language or Literature", a study published in the University Researcher-the quarterly journal of Ibb University (Al-Maqtri, 2004, pp.42-51). In

that study, groups of students were surveyed and it was found that the main objective of studying in the Department of English was to learn the language; not the literature of the target language. This was supported by the fact that the students surveyed in that study showed a lack of knowledge of their native literature (Arabic or Yemeni).

Apart from this study, one can find some critical hints in some writings here and there in which literature was attacked for being an irrelevant luxury. Of those who are critical of literature is Dr Bose, an Indian professor in the Department of English in Ibb University. He felt that the whole syllabus in the Yemeni universities is poor in fulfilling the needs of the learners. It stuffs them with much literature and linguistics, and fails to equip them for their life (2004: 23). Dr Sharyan (2003, p.400) believes that the primary objective of our students is language; not literature. He goes on saying, "literature courses even though they are important in language learning, yet they are not doing much to help learners to have a good command of English" (2003, p.403).

Still at the local level, in three different symposiums held in different Yemeni universities on "language and literature", (precisely English language), different critical voices were heard questioning the rationale behind literature courses. These voices are growing stronger day by day.

In a quite recent article entitled "Poetry a Burden", Dr Nabil Farea, a professor of English literature in Zabid College of Education in Yemen (2007), helplessly tries to convince his students in the department of English that they still can enjoy poetry if they follow a certain procedure which he recommends. But he misses the point that he has already started his article with a dialogue in which a group of learners express their dissatisfaction with poetry saying that it is difficult and even a burden. Not only this but also the title of his article says that poetry is a "burden". This again shows that we have to take into account the attitudes of the students, which can conflict with our own views as teachers.

At the regional level, namely in Jordan, Zughoul (1989) carried out a study to find out if literature led to language improvement. He found out that literature did not have much effect on the students' linguistic proficiency. He recommended for less literature in the department of English.

At an international level in India, an educationist asked the following question: "Why must these young men and women of Tamil Nadu read turgid late nineteenth century essays, packed with trivial allusions to London streets, Victorian dress and English birds…? Will the university not do its students and future citizens of India a more significant service if it teaches them the English language?" (Saraswathi, 2004, p.5)

In a different a context, the same writer points out the vague objective of literature in India. She says- "Most of our syllabuses fail to specify objectives clearly. The implicit objective seems to be the fostering of literary sensitivity, which fails, since learners lack the basic competence to understand much less appreciate, great works of literature." (2004, p.6)

In Turkey, a study showed that students of languages refused to take any more poetry due to their hard experience with the Othman literature- poetry in particular (Akyel &Yalcin, 1989, p.5). In another article, we read of an American learner of French in the United States who narrates his experience with French literature. He says,

> As a graduate of French in the United States, we were offered one course in advanced grammar, and eight courses in French literature, one from every century. We struggled with the impossible language of the seventeenth century classical French drama on one hand, and with the difficult to express notions of twentieth-century existentialist French writers, on the other hand. We lacked, the linguistics tools to deal with these perfect forms of language, and the result was general frustration, reading was a tremendous burden, a task certainly not sought in leisure hours. (Forum 1989, p.3)

This last quotation shows that the problem is not specific to English literature but rather to world literature.

In China, a survey informative study was carried out with Hong Kong Chinese working adults who were studying part-time. The study aimed at finding out students' attitude to literature courses. The sample was a group of adult students studying for a degree, which combines English language and literature. These adult learners were given a questionnaire in the second year before they studied literature and then they were given a follow up survey to determine how they felt about literature. In some respects, this study is similar to our current study. The finding showed that the learners pleaded for more modern and comprehensible literature, as apposed to the revered and obscure one. Poetry for them could be somewhat difficult. Literature would be boring, especially the classics. In the follow up survey, the students said they enjoyed the different literature genres as follows: novel with 44%, short story 43%, drama 7% and poetry 6%. The genres that were most heated were poetry 73%, drama 20%, novel 7% and short story 0%. (Hirvela & Boyle, 1988)

In brief, all the above studies and remarks indicate that students of different cultures are against the old type of literature; if literature is to be there, then it must be a modem type. This is justified on the ground that literature does not improve their language and it can be quite a hard experience for them.

The Findings

The following tables show the different responses of the learner to the questionnaire (see the appendix).

Table 1: Results in frequency of set A questions

Scale	C. Agree		Agree		C. Disagree		Disagree		No Idea		Total	Level
Q.	M	F	M	F	M	F	M	F	M	F		
1	2	3	5	6	-	1	2	-	1	-	20	

2	-		1	7	-	2	10	-	-	-	-	20	II
3	4		2	5	5	-	1	-	-	1	2	20	
4.	4		2	5	5	-	1	-	-	1	2	20	
1	1		3	9	4	-	1	-	-	-	2	20	IV
2	-		1	1	2	7	5	-	3	1	1	21	
3	4		5	5	5	-	-	-	-	1	-	20	
4.	4		5	5	5	-	-	-	-	1	-	20	

C=Completely, M=Male, F= Female, T=Total, Q= Question, L= Level

Table 2: Results of set A Questions in Percentage

Question	Level ii	Level iv	Comment	
Enjoy Lit.	80%	85%	Hypo.1 rejected	Hypo.1.2 is accepted
Improves Eng.	40%	20%	Hypo.2 accepted	Hypo.2.2 is rejected
Prefer Modern E.L.	80%	95%	Hypo.3 accepted	Hypo.3.2 is rejected
Prefer Prose	80%	95%	Hypo.4 accepted	Hypo.4.2 is rejected

Lit: Literature; hypo: hypothesis

Table 3: Responses of set B Questions in Frequency

Question	Poetry		Drama		Novel		Prose		All these		Total	Level
	M	F	M	F	M	F	M	F	M	F		
5	7	-	2	3	--	6*	1	1	1	-	21	
6	1	7	4	-	4	2	-	2	-	-	20	
7	1	1	1	-	1	6	7	3	-	-	20	II
8	7	10	1	2	-	-	-	-	-	-	20	
9	7	9	1	1	1	-	1	-	-	-	20	
5	2	2	1	2	6	4	1	2	-	-	20	
6	4	3	4	2	1	1	1	4	-	-	20	
7	2	2	2	3	5	5	2	1	-	1*	22	IV
8	6	9	1	-	2	-	2	-	-	-	20	
9	3	7	3	4	-	1	1	1	-	-	20	

* Students choose more than one alternative

Table 4: Responses of Set B Questions in percentage

Literature Form	Poetry	Drama	Novel	Prose	Level
Preferred Most	35	25	30	10	ii
	20	15	50	15	iv
Enjoyed least	40	20	30	10	ii
	40	29	8	23	iv
Improves English	10	5	35	50	ii
	9	18	23	50	iv
Difficult	85	15	-	-	ii
	75	5	10	10	iv
Archaic	80	10	5	5	ii
	50	35	5	10	iv

*Students choose more than one alternative

From the tables above we can identify the following findings:

1. Students of both levels do not mind having literature courses in the syllabus of the Department of English (Tables 1&2).

2. More than half of each group thinks that literature does not help in improving their English (Tables 1&2)

3. Modern English literature is preferred to old one (Tables1&2).

4. Literature written in prose form is referred most by both samples (Tables 1&2).

5. Poetry is the least enjoyed by level 1V students. Drama comes next (Tables 3&4).

Discussion

Set 'A' questions

Table 1 above indicates several points related to the data in questions. As for question (1) of the questionnaire of whether the students enjoy literary courses or not, 80% and 85% of both level II and level IV respectively say they enjoy it. No difference between the two types of learners is expressed. The difference is too small to be of a real significance. This is contrary to our expectations that level II students are more enthusiastic to learn literature due to their lack of what some people believe as a hard experience of literature as compared with level IV students. This can be explained on the ground that though they have not yet experienced English literature, they have some experience with Arabic or Yemeni literature, poetry in particular. Alternatively, they simply want to explore English literature, so they want it to be there. Thus, hypothesis 1 is rejected and the sub-hypothesis 1.2 is accepted for both levels like literature, and the difference between them is insignificant.

Question (2) asks the respondents whether they believe that literature courses improve their English. Here, the responses of level II are not in agreement with first part of the second hypothesis that literature courses improve their English. More than half of the participants, i.e., 60% students of level II believe that literature does not improve their English. Even though they have not yet experienced literature, yet they already have this negative attitude to literature. The responses of level IV also were in harmony with the second part of the second hypothesis 2.1 and see that literature courses do not improve their English. Therefore, the second main hypothesis 2.1 is accepted. As expected, the figure of level IV (75%) is greater than that of level II (60%). The second sub-hypothesis is rejected because there is a difference between the two groups in favor of level IV. Again, this is in agreement with our expectation (based on some students' frequent complaints and on our own observations). That is to say, because of their hard experience with English literature, they have made their minds that literary courses do not help them to improve their English. In brief, one can say that the participants do not think that literature plays a role in improving their English.

Coming to question (3), pertaining to the students' preference between modern or old English literature, 80% of level two students say that they prefer modern English literature written in modern English. The same can be said about level IV. The percentage here is even greater (95%). Therefore, our third main hypothesis is accepted that students prefer modern English literature because of its simple and clear language. The third sub-hypothesis 3.2 is rejected because there is a difference in favor of level IV. The point that calls for attention here is that level II holds the belief that modern literature is preferred. However, it is not clear how it comes to them to share this belief. Perhaps they have heard other students' complaint to the difficulty of old English literature. Their experience with Arabic literature may also play a role on this belief.

Moving to the last question (4) of this set, asking about whether they prefer language in prose or poetry, 80% students of level II say they prefer to study Language in prose rather than poetry. On the other hand, the figure is 95% with level IV. Clearly, hypothesis 4 is accepted, and the sub-hypothesis is rejected. The difference again is in favor of level IV. The difference between the two groups can be explained on the ground of their experience with poetry and drama written in poetry.

Set 'B' questions

In this set of questions, the students of level II say they prefer poetry to other genres of literature (with exception of short story because it is not included in the course). About 35% of them say they enjoy it. Then come novel with 30%, drama 25% and prose 10%. With level IV, novel scores first with exactly half of the sample. Poetry comes next with only 20%. Then come drama and prose with 15% points for each. While it is unclear why level II chose poetry first, it is quite justifiable why novel scores first with level IV. This is because of its normal and clear everyday English, unlike that of poetry and drama. However, one can say that level II's preference of poetry is not because of their knowledge of English, but because it is the most widely enjoyed genre of Arabic literature in Yemen. Novel, on the other hand, is unfamiliar to Yemenis and so is drama. Therefore, we can say that our fifth hypothesis is rejected because the two groups prefer

a different form of literature from the other. What matters here is that the majority of level IV choose novel   because of its normal and clear English.

Question (5) is the reverse of question (4). That is to say, it is not about the genre they enjoy most but the genre they hear most. Here level II gives a different answer to that given in the previous question. They appear to contradict themselves. This time, it is poetry which scores high; 8 students say they do not enjoy poetry. Novel comes next with 7 points; drama scores 4 and then comes prose with 2. This shows that level II students are uncertain and thus give contradictory responses because they have not studied literature yet. With level IV the responses are more logical. They chose poetry to be the most unlikable one for them with the score of 8. Then comes drama 6, followed by prose 5 out of the total number 20. Novel is the least unlikable with only 2 students reported not to like it. Again, the fifth hypothesis is further emphasized that advanced learners prefer genres that are written in prose.

Question 6 is rather a more specific one for question 2 in set A. It asks them which genre helps them more than other genres to improve their English. Level II chose prose as the best one with 10 scores and then novel with 7. Poetry and drama come after that. For level IV the answer has come as we expected that the novel is the genre that helps them improve their English. Here, half of the sample, i.e. 50%, says novel improves their English. The order is as follows: novel 10, drama 5, poetry 4 and finally prose 3. The third and fourth main hypotheses are again emphasized. In other words, genres written in prose and in modern English are preferred to the students because these genres help improve their English, of course beside other advantages.

In their answer to questions 7 & 8, level II and IV are almost equal in their attitudes to which genre is difficult and archaic; Poetry comes first 75% and 70% respectively (i.e., a majority). A similar percentage of level II say also that the language of poetry is the most archaic. Level IV gives poetry 15 scores for question 7 and 10 scores for question 8. Unlike level II, level IV believes that drama is also archaic 7, though not necessarily difficult.

Summary and Conclusion:
Summary

This study tried to investigate the attitudes of the learners of English to literature courses. This was done through a comparison between those who already studied literature (level IV) and those who would study it in the near future. In other words, it tried to investigate their attitudes regarding their experience in literature or the lack of it. The study revealed that both levels did not mind having literature in the Department syllabus. However, this does not mean they like it because it improves their English. On the contrary, literature for them does not help improve their English. Both groups preferred modern literature written in modern language to old literature. Lack of experience of level II made them hesitant and sometimes indecisive and contradictory in their reaction to which genre they preferred most. At first, they said they preferred poetry, and later they said it was the most difficult. Level IV, however, had already made their mind, so they were consistent

in their attitude to which genres they liked most. Therefore, novel for them was the first in the list. This is in harmony with some studies that say novel is the most enjoyed genre among other forms of literature. One should not forget to mention that level II students also make novel their second choice, which they say improves their English. Prose comes first 50% and novel next with 35%. So they had come to the conclusion that whatever was written in prose was easy, and thus improved their English. For the two groups, the language of poetry was difficult and archaic. But for level IV drama was also difficult. Level II did not know about drama; so it was not mentioned.

Conclusion

1. Both groups express no objection to having literature courses in the syllabus of the Department of English.

2. Students in both groups believe that literature does not help improve their English.

3. Both levels prefer modern types of literature.

4. Prose in general and novel in particular are considered the first choice of the learners because of the ordinary and relatively simple language.

5. Both groups see that poetry is both difficult and archaic. The students of level IV, however, choose drama to be the second in difficulty after poetry.

Recommendations

The results and conclusions of this study suggest the following recommendations:

1. It is recommended that literature teachers choose the literary forms and texts that are enjoyed most by their learners.

2. Teachers should avoid those literary forms that are archaic or difficult for the learners.

3. Since most learners favor novel, teachers should increase the number of texts of this genre. They, however, should be careful and judicious to select those novels that are not only interesting but also educative and are not in conflict with the native culture.

4. In the process of teaching literary texts, teachers should not forget that the whole issue behind literature teaching and other courses is to help their students master the language. Therefore, their teaching methods and materials should emphasize this point.

5. More research should be conducted on the role of literature in language learning for generalization to be valid.

6. Learners concerned should be consulted of what they like and want in their courses. Their needs should be fostered.

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Appendix (Questionnaire)

Dear Students,

This questionnaire is aimed at investigating your attitude to English literature courses in the department. I would be very grateful to you for cooperation in filling it. You are not required to give your name. So feel free to say whatever you think is the right thing.

Note: 1 Please indicate your gender and level.

Note: 2 Please put a tick in the box below the scale you will choose.

Questions	C. Agree	Agree	C. Disagree.	Disagree	No idea
1. You enjoy literature courses					
2. Literature courses help to improve your English					
3. You prefer modern English literature					
4. You prefer literature in prose rather than poetry					

C. Completely

Questions	Poetry	Drama	Novel	Prose
5. Of the following literary forms you prefer most:				
6. Of the following literary forms you enjoy least:				
7. The following help to improve your English				
8. The language of the following forms is difficult:				
9. The language of the following forms is archaic.				

Set 'B' Questions

Thanks a lot!   Dr Mahmoud al-Maqtri

Evolution of Romantic Mysticism and the Role of the Orient

Zaheed Alam Munna*

Abstract:

It was characteristic for the pioneers of English Romantic Movement to crave for something new, to go beyond what is conventional. The tendency is reflected in matters of religion also. In spite of being devoted to God, they did not always agree with the church-based orthodox Christianity. Sometimes, these deviations were purely their own choices and sometimes these were reactions against the corrupt practices of their contemporary religious authority. Added to these, is the result of their vast reading of the translations of oriental literature that familiarized them with various forms of oriental mysticism. This article attempts to evaluate the nature of Romantic mysticism and examines the role of the Orient in shaping this mysticism. In an era of receding religious faith and growing intolerance to other religious views, one may take heart from Romantics' unprejudiced and all-embracing attitude to Eastern mysticism.

There is a well-known story of St. Augustine which relates that while meditating on his book *De Trinitate* by sea-shore, he saw a child engaged in filling a shell from the ocean and then pouring it into a hole he had dug in the sand. In answer to his question as to what he was doing, the child replied that he meant to empty all the water of the sea into his hole. When the great theologian gently rebuked the child about the futility of such a task, the child retorted, "What I am doing is more likely to be accomplished than what you are trying to do, that is to understand the nature of the divine being" (Radhakrishnan 62). The boy's words find resonance with what the mystics all around the world demonstrate. In mystic religion God is not a logical concept or the conclusion of a syllogism but a real presence, the ground and possibility of all knowledge and values. Mysticism, which lays stress on the personal experience of God and direct contact with the Creative Spirit, is what Bergson calls "open religion" (Radhakrishnan 63). The closed religions are the creedal, ritualistic ones which give a sense of security to frightened children. In eighteenth century England, the neo-classicists, in most of the cases, avoided religious issues. If there was any, it was in relation to orthodox Christianity showing the abuses in religion as in *A Tale of a Tub* or the urge of a very religious poet to God as in the 'Epitaph' of "The Elegy Written in a Country Churchyard". But the situation radically changed with the emergence of Blake into the scene and the advent of Romanticism in English literature. The revolutionary spirit in Romantics made them go beyond the orthodox Christianity and embrace mysticisms of their own formation. It is a question of much debate whether the Oriental mysticisms like Hinduism, Buddhism and Sufism influenced the Romantics, and if so, to what extent. This article throws some light upon the unconventional religious beliefs of Romantics like Blake and Wordsworth and offers a comparative study between the mysticism of the East and the West.

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The following two comments of William Blake orientate us with the concept of God and man in relation to God that he personally believed in:

1. "I am going on briskly with the plates and if God blesses me with health doubt not yet to make a Figure in the Great Dance of Life that shall amuse the Spectators in the Sky. (Ackroyd 255)

2. "Christ he said- he is the only God- But then he added- And so am I and so are you. [But Christ] was wrong in suffering himself to be crucified." (Ackroyd 325)

The first comment reveals an orthodox Christian acknowledging the power and benevolence of God. But the second one, picked up from Blake's conversation, recorded by Henry Crabb Robinson, elevates man to the level of God and criticizes, with a touch of arrogance, Christ.

Blake's family was, in matters of religion, Dissenters, although there is no record indicating a specific sect to which they belonged. The fundamental principle of Dissent was opposition to the Creeds and the offices of the Church of England. Considering Christ as the head of the Church and Scripture as the only rule of faith and practice, Dissenters defied the external authority and relied on internal authority of the self informed by reason in moral matters. Though the shift was inspired partly by the 17th century Newtonian world outlook, the tradition too had a role to play. Faith [for Dissenters] was left to the individual to encounter in his own way and by the power of reason invested in his own private judgment. There was a scientific appeal to experience and have a conscious knowledge of the world of material nature: "While the mysteries of Christianity were to be located and expelled, there was a simultaneous effort to preserve the virtues of Christianity while adjusting them to the new rationalistic and scientific temper" (Bloom 23).

There was, however, another branch of Dissent less beholden to rationalism. It had its roots in Rational Dissent and in a belief in the primacy of individual spiritual experience unmediated by rationalism. What Rational Dissent did was more like turning Christianity into a moral philosophy validated by reason. Rational Dissent thus values the reality and the laws of the material world. As a result, it establishes a harmony between Christianity and science. But Blake strongly objected to this view as he believed, "if Christianity were a moral philosophy, Socrates would be as much God as Jesus" (Bloom 36). To Blake, the spiritual world could reveal itself without the mediation of the Church, as Dissenters believed; it could also reveal itself through visionary experience.

Blake's dissent, based on visionary experience, was largely inspired by Emmanuel Swedenborg, a visionary prophet and mystic. Swedenborg was important to Blake not only because he described phenomenon that Blake had experienced but because he valued the same apparatus for knowing as Blake, vision, not mechanistic science or repressive morality. He was a man, like Blake, who had "spoken with many spirits ... lived for years in company with spirits ... [and had] often been permitted to see the atmosphere which exhales from hales." (Ackroyd 102)

However, Blake soon drew away from any kind of strict adherence to Swedenborgianism. His later mysticism shows his familiarity with the ideas of Paracelsus and Jacob Boehme. Paracelsus (1493-1541) and Boehme (1575-1624) were radical visionary mystics whose doctrines combined the teachings of the "wise heathens" with the teachings of Christianity, mixing alchemical and cabalistic knowledge with "Christian revelation. Like the visionary dissenters, they repudiated the supremacy of logic and reason" while concentrating on the visual signs and emblems of the divine presence within the world. To Paracelsus imagination was like the sun, the light of which is intangible but with a power to set a house on fire. Blake was deeply influenced by this assertion: "I know of no other Christianity and no other Gospel than the liberty both of body and mind to exercise the Divine Arts of Imagination" (Ackroyd 148). Boehme's mysticism also offered strong impetus for Blake's theology: "Our whole doctrine is nothing else but an instruction to show how man may create a kingdom of light within himself; the divine image and the celestial substantiality. In him is Jesus born from the Virgin and he will not die in eternity." (Ackroyd 149)

When Blake first joined the followers of Swedenborg, there was a Church compared of "occultists, mesmerists, and magicians," i.e., independent visionaries unbound by rules and formulated doctrines. When Blake abandoned it by 1790, the New Church was becoming ritualized and institutionalized- the process of ordaining ministers, and prescribing their robes of worship began by that time. Church leaders now supported "the Constitution and Government of their country" rather than the "principles of infidelity and democracy. Rather than focusing on the active virtue of charity, Church leaders emphasized the duty of avoiding sinfulness" (Ackroyd 147). Blake was very much against this change and in "The Marriage of Heaven and Hell" (1790), he wrote such aphorisms as: "Those who restrain desire do so because theirs is weak enough to be restrained," "Prisons are built with stones of Law, Brothels with bricks of Religion," "You never know what is enough unless you know what is more than enough," "As the caterpillar chooses the fairest leaves to lay her eggs on, so the priest lays his curse on the fairest joys," "Sooner murder an infant in its cradle than nurse enacted desires," and "Jesus was all virtue and acted from impulse not from rules." Perhaps most significantly, Blake asserted that "all Bibles or sacred codes have been the cause of the following Errors," that "Energy [,] called Evil [,] is alone from the Body… Reason [,] called Good [,] is alone from the Soul." As a corrective, Blake subverts the Biblical categories of good and evil: "Energy is the only life," and that "Energy is Eternal Delight." (Bloom 54)

These diverse views regarding Blake's mysticism share one aspect in common: "the assertion of the non-rational as being as important as the rational, if not more so, emphasizing mysticism and intuitive knowledge, and elaborate systems of symbols" (Bloom 83). Blake did not conform to either of the two following camps: institutionalized religion and enlightenment philosophy. Religious institutions were all about authority and rules, and enlightenment philosophy was solely concerned with rational thoughts. Blake's feeling was that both should be subservient to intuition and imagination. Blake had an irreverent view of institutional religion, and he believed that official religion always places its own self-preservations above all. That is why we find Blake to constantly satirize and critique the Church and its teachings. He dedicated himself in releasing the spirit of Jesus' teachings from the grip of the Church. Moreover, there was one more dimension of his mysticism:

"Blake disliked the Deist notions, held by Enlightenment thinkers, of a remote deity as first cause" (Bloom 84). Both the views suggest that Blake did not believe in the distance between man and his creator. He rather proposed, "Man is All Imagination, God is man and exists in us and we in him" (Bloom 84). Blake sees equivalence between God and man. He also privileges the image of God incarnation in man- that is Jesus over more abstract ideas of God as first cause and or as a distant father-figure. Harold Bloom draws a conclusion from this anti-Deist view: "By suggesting that God is man and in man, and also that "Man is all imagination", Blake asserts a key idea of the Romantic sensibility- the primacy of imagination, emotion and intuition" (Bloom 84). Blake even goes to the extent of ridiculing the conventional image of God by addressing him as 'Nobody' (Bloom 85). In his later prophetic work this role is represented by the character Urizen, the oppressive God of reason whose name is perhaps meant as pun on 'your reason'.

After Blake, it is Wordsworth among the Romantics whose mystic vision dominates most of his literary creations. The 'Poet of Nature' held nature as a medium to understand the Divine Being. He is not as aggressive as Blake and does not hold radical views against traditional Christian beliefs. His nature poems are, rather, results of his solitary contemplation about nature to see it not only as a creation but also a reflection of God. It has rightly been termed as 'Nature Mysticism' by many critics. Nature is central in most of his poems. But what makes Wordsworth unique is his unparallel quality to spiritualize nature. And his experience with nature does not take him away from Christianity; he rather uses it to further develop his beliefs. One might question the lack of religious language and infrequent use of the term 'God'. Deviating himself from the defined elements of religion like rituals, symbols, doctrines, restrictions and structure of religious sects, Wordsworth looks on nature to nourish his soul and ultimately reveals, to his delight, that his findings only confirms what the Bible preaches:

> A Herdsman on the lonely mountain tops,
> Such intercourse was his, and in this sort
> Was his existence oftentimes possessed.
> O then how beautiful, how bright, appeared
> The written promise! Early had he learned
> To reverence the volume that displays
> The mystery, the life which cannot die;
> But in the mountains did he feel his faith.
> All things, responsive to the writing, there
> Breathed immortality, revolving life,
> And greatness still revolving; infinite:
> There littleness was not; the least things
> Seemed infinite; and there his spirit shaped
> Her prospects, nor did he believe, - he saw. ("Excursion", II. 219-232)

The experience of the Wonderer in nature is not different from his previous reverence of the Bible. Rather, it fulfills the faith he had based only on written words. The authenticity of this individualistic approach is what has made Wordsworth's philosophies so

convincing. On top of it, Wordsworth himself accounts for this lack of Christian language in the *Essay Supplementary to the Preface of 1815*. He says: "Religious faith is to him who holds it so momentous a thing and errors appears to be attended with such tremendous consequences, that, if opinions touching upon religion occur which the reader condemns, he not only cannot sympathize with them, however animated the expression, but there is, for the most part, an end put to all satisfaction and enjoyment." (Perkins 439-440)

Wordsworth is aware of the risks associated with being overtly religious in his poetry. People have preconceived ideas of religion from the Church. If Wordsworth uses religious language, he might not please everybody from different religions. If he is inaccurate about Church doctrine, the reader might not appreciate his poetry. Wordsworth understands his limitations in writing as about religion. He says, "For my own part, I have been averse to frequent mention of the mysteries of Christian faith, not from a want of due sense of their momentous nature; but the contrary. I felt it far too deeply to venture on handling the subject as familiarly as many scruple not to do." (Ulmar 28-29)

Thus, Wordsworth is found to be a Christian at heart. But claims contrary to it are also there. Robert Kiely, when comparing Wordsworth and Francis of Assisi, says, "Both Wordsworth and Francis have been called pantheists and both were deeply conscious of the suspicions of orthodox Christians of their times" (Barth 23). Pantheism is a belief that God is all things and is often associated with atheism. Coleridge confirms this view in a letter about Dr. Priestly: "How is it that Dr. Priestly is not an atheist? He asserts in three different places that God not only does, but is, everything- But if God be every Thing, every Thing is God- which is all the atheists assert" (Ulmar 11). This pantheistic idea may have been what led Coleridge to call Wordsworth a "Semi- Atheist".

Though I would not agree with Wordsworth's being an atheist, his belief definitely differs from orthodox Christianity in that Wordsworth does not talk about original sin and Hell in his poems. He believes in the innate goodness of man. Like all true mystics Wordsworth believes that human life has a divine origin and divine destiny:

But trailing clouds of glory do we come

From God who is our home; ("Immortality Ode", II. 64-65)

Wordsworth has a personal view of Heaven and Hell and does not direct his attention to man's sin, for he does not feel God focuses on man's sin. As the path of Atonement, he chooses to focus on the Incarnation and not on the Crucifixion as William Ulmer says, "His attitude toward human sinfulness draws on 'the central Anglican tradition [which] emphasizes the Incarnation,' and 'which sees the Incarnation rather than the Crucifixion the essence of Atonement" (Ulmer 23). He does not write about the evil of humans, because the Incarnation of Jesus is more important than the sins, temptations and sufferings of the world. The very idea echoes Blake's view as he, too, favours Christ over the abstract idea of God.

There is another idea that is in line with this discussion. The incarnation of Jesus Christ shows that God, though a reality beyond the grasp of human understanding, became

completely human. It gives sufficient proof to the belief that life on Earth has significant meaning. Jesus was given the same limitations to his physical senses as all people, but He still used these senses in meaningful ways to fulfil the kingdom of God here on Earth. It surely makes one believe that one should not abandon all trust in the senses. Sensory perception has an important role in recognizing the presence of God in all aspects of life. This idea provides a basis for Wordsworth's 'Nature-Mysticism' or 'Pantheism'. The senses and everything about this world are not to be distrusted as misrepresentations of truth but can nourish the soul with meaningful spiritual experiences. The sound of the "murmuring brook" can stir one's soul and move the imagination. The sight of beauty in a majestic lake or from a superb mountain top can impress one with such wonder that he can feel the truth as present in the Holy Bible. For a nature lover like Wordsworth, the sensory images are concrete depictions of the loving God. In addition to this pantheistic belief, Wordsworth does not seem to consider nature as the ultimate end of reality, but the best teacher of what the ultimate reality really is. I think that these contradictory views are what led Coleridge call Wordsworth a 'Semi-Atheist'.

An important feature of Wordsworth's mysticism is his belief that only senses and intellect are not enough for the full understanding of God. Two allusions can illustrate this idea: in Dante's *Divine Comedy*, reason is only able to lead Dante to the gates of Heaven. Once there, he needs something more, namely faith and love, to enter Heaven. In Paul's letter to Corinthians, he says, "However, as it is written: "No eye has seen,/ no ear has heard,/ no mind has conceived,/ what God has prepared for those who love him,/ but God has revealed it to us by his Spirit" (1 Corinthians 2: 9- 10). It is only through the Spirit of God that ultimate Truth can truly be known. Wordsworth, in spite of his immense respect for the power of Nature, agrees with these beliefs. He often allows himself appreciate experiences that cannot be explained by science or reason. He devotes his life to trying to gain unobtainable truth, but realizes that this truth exists beyond the limits of one's reason. In "The Table Turned", he says,

> Sweet is the lore which Nature brings;
> Our meddling intellect
> Mis-shapes the beauteous forms of things-
> We murder to dissect.
> Enough of Science and Art;
> Close up those barren leaves:
> Come forth, and bring with you a heart
> That watches and receives ("Tables Turned", II. 25-32)

Intellect can interfere with a person's ability to fully appreciate the beauty of Nature and love in life. Reason and intellect are necessary tools on one's spiritual path, but a full understanding of God cannot be grasped by dissecting what is perceived by the senses.

An important aspect of spirituality is being able to recognize the significance of the present moment. In *The Screwtape Letters*, C.S. Lewis says, "The present is the point at which time touches eternity" (Lewis 75). Jesuit spirituality encourages people to pay attention to the smallest details of the world, for they are good indicators of the presence of a

transcendental world. Buddhist traditions recognize the importance of keeping an open mind to every action one does. Wordsworth has an uncanny ability to keep his mind and heart open to the experiences of everyday life and the significance of mundane; to see "the life/ In common things" (Prelude I: 108-109). He concludes his "Immortality Ode" by praising these commonplace aspects of life:

> Thanks to the human heart by which we live,
> Thanks to its tenderness, its joys, and fears
> To me the meanest flower that blows can give
> Thoughts to do often lie too deep for tears. ("Immortality Ode", II. 201-204).

Although these are fleeting moments for a common man, for someone like Wordsworth, these are glimpses of a reality beyond themselves. They can be moments of truth: not ultimate in their finitude, but foretastes of an Ultimate Truth, or God. They can be moments of awareness; awareness of the presence of some force or mystery that is far beyond the limits of human understanding, but shows itself in "spots of time" as Wordsworth calls them.

There is another aspect of Wordsworth's mysticism that differs from orthodox Christian practices. While other Christians gather in Churches for community support, Wordsworth recognizes that in the midst of that "hurrying world" people are separated from their "better selves" as he says in *The Prelude*:

> When from our better selves we have too long
> Been parted by the hurrying world, and droop,
> Sick of its business, of its pleasures tired,
> How gracious, how benign, is Solitude;
> How potent a mere image of her sway;
> Most potent when impressed upon the mind
> With an appropriate human centre- hermit,
> Deep in the bosom of the wilderness;
> Votary (in vast cathedral, where no foot
> Is treading, where no other face is seen)
> Kneeling in prayers; or watchman on the top
> Of lighthouse, beaten by Atlantic waves;
> Or as the soul of that great Power is met
> Sometimes embodied on a public road,
> When, for the night deserted, it assumes
> A character of quiet more profound
> Than pathless wastes. (*Prelude* "Book IV", ll. 354-369)

Unlike Wordsworth, Coleridge's many poems are abundant with religious matters. Specially, in "The Rime of the Ancient Mariner" his approach to religion is that of an orthodox Christian. For the sailors, the albatross was a "Christian soul" ("The Rime of the Ancient Mariner", l. 65) and they "hailed it in God's name" ("The Rime of the Ancient

Mariner", l. 66). The frequent mentioning of 'the Church' and 'God', too, reinforces this view. This has made me believe that Coleridge cannot be seen as a mystic. But there are at least two occasions when Coleridge deviates from Christian religion. The first one is when the ancient mariner stops the wedding guest from joining the marriage ceremony. After all, a marriage is a religious institution and takes place in a Church. The wedding guest finally "Turned from the bridegroom's door" ("The Rime of the Ancient Mariner", l. 621) and returned home. In addition to this anti-Christian approach, Coleridge also upheld Pagan belief when his protagonist Christabel, in 'Christabel', goes to the woods, instead of the Church, to pray for her lover, having dreamed that her lover may be in danger. Grover Cronin, though, gives an explanation of this peculiar form of prayer, "Coleridge is perhaps suggesting an ancient time when pagan ideas had not been effaced from the beliefs of early Christians." (Cronin 123)

One might wonder about the origin of all these mystical thoughts in the early Romantics. Though it is amazing, it is true that Oriental mysticism had a great role in shaping the mysticism of these Western writers. It is believed that Romanticism was first evolved in Germany and English Romantics were highly influenced by both German Romanticism and German transcendentalism. But German transcendentalism, in turn, was a result of Indian mystical thoughts that made a deep impression in scholars like Herder, Goethe or Friedrich Schlegel. "After Vasco da Gama's discovery of the sea-route to India…it (India) became a prize for completing imperialisms" (Radhakrishnan 147). Although many European nations fought for supremacy, the conflict ended in 1761 with the decisive victory of England. The scientific study of Indian literature started from this period. Warren Hastings found it necessary for purposes of administration to study the old Indian law books. In 1785, Charles Wilkins published an English translation of the *Bhagavad-Gita*, to which Warren Hastings wrote a preface in which he said that works like *Bhagavad-Gita* would survive long after the end of British dominion in India. In 1789, William Jones published his English version of Kalidas's *Sakuntala*. This was translated from English into German by George Forster and was enthusiastically welcomed by men like Herder and Goethe. Though Englishmen were the first to explore the spiritual treasure of India, German scholars soon took the lead. The impulse to Indological studies was first given in Germany by Romanticist Friedrich Schlegel through his book *The Language and Wisdom of the Indians* which appeared in 1808. August Wilhelm von Schlegel, who became the first German professor of Sanskrit in 1818, edited the *Gita* in 1823. The first German translation is dated 1802. It made a great impression in Wilhelm von Humboldt, who said in his letter to Fr. von Gentz that "this episode of *Mahabharata* was the most beautiful, may perhaps, the only true philosophical poem which all the literatures known to us can show" (1827). He devoted to it a long treatise in the *Proceedings of Academy of Berlin* (1825-6).

Schopenhauer became acquainted with the thought of the *Upanishads* through a Latin translation from Persian by a Frenchman, Anquetil Duprerron. His eulogy is well known: "And O! How the mind is here washed clean of all early ingrafted Jewish superstition! It is the most profitable and most elevating reading which (the original text expected) is possible in the world. It has been the solace of my life, and will be the solace of my death" (Radhakrishnan 248). Schopenhauer was greatly influenced by Buddhist ideals

also. German transcendentalism was affected by Indian thought through Schopenhauer, Hartmann and Nietzsche. Richard Wagner became acquainted with Buddhist ideas through the writings of Schopenhauer. His *Parsifal* arose out of French translation of a Buddhist legend. To Mathilde Wesendonk, Wagner wrote in the year 1857: "You know how I have unconsciously become a Buddhist", and again: "Yes, child, it is a world view, compared with which every other dogma must appear small and narrow" (Radhakrishnan 249). Even of Heine, Semite though he was, Brandes claims that "his spiritual home was on the banks of Ganges". (Main Currents of European Literature, vol. i. p.126.). Through Naumann's German translations of Buddhist texts Buddhism became popular in Germany. Paul Deussen's translations of the *Upanishads* and scholarly works on Indian philosophy became classics on the subject. Michelet, speaking about Ramayana, wrote in 1864:

> Whoever has done or willed too much, let him drink from this deep cup a long draught of life and youth... Everything is narrow in the West- Greece is small and I stifle; Judaea is dry and I pant. Let me look a little towards lofty Asia, the profound East..." Comte's positivism is "but Buddhism adapted to Modern civilization; it is philosophic Buddhism in a slight disguise. (Eitel 3)

Edwin Arnold's *Light of Asia* aroused much enthusiasm in England and America. In America Thoreau, Emerson and Walt Whitman show the influence of Indian thought. Thoreau says: "The pure Walden water is mingled with the sacred water of the Ganges." Emerson's "Oversoul" is the *paramatman* of the *Upanishads*. Whitman turns to the East in his anxiety to escape from the common complexities of civilization and the bewilderments of a baffled intellectualism. The humanism of Irving Babbitt and the writings of Paul Elmer More show the deep influence of Indian thought.

George Moore, in his novel *The Brook Kerith*, represents Jesus as having survived the Cross and as meeting St. Paul and explaining to him His revised Gospel. "God", He says, "is not without but within the universe, part and parcel, not only of the stars and the earth but of me, yea, even of my sheep on the hillside." As Paul listens he realizes that this doctrine is the same as was preached by some monks from India to shepherds among whom, according to this tale, Jesus was living. It also demonstrates the striking similarity between the Oriental mystic thoughts and the mysticism of Wordsworth. There are many literary men today in Europe and America who are influenced by Indian thought and look to it for inspiration in our present troubles. Sir Charles Eliot observes: "Let me confess that I cannot share the confidence in the superiority of Europeans and their ways which is prevalent in the West. European civilization is not satisfying and Asia can still offer something more attractive to many who are far from Asiatic in spirit" (Radhakrishnan 251).

In addition to Hinduism and Buddhism, Persian Sufism, too, exerted deep influence on the Romantics. This time, again, German scholars are found to be the medium through whom Sufi beliefs reached to writers like Wordsworth or Blake. The systematic study of Sufism appeared in Germany with the publication of Tholuck's *Sufismus sive theosophia Persarum Pantheistica* (1821), and he supplemented this work (1825) with an anthology from Persian mystic poetry translated in German language. These works made Hegel comment about Pantheism: "In (Sufi) poetry, which soars over all that is external and

sensuous, who would recognize the prosaic ideas current about so-called pantheism- ideas which let the divine sink to the external and sensuous" (Hegel 190). And when Wordsworth says,

> A motion and a spirit that impels
> All thinking things, all objects of all thought
> And rolls through all things. ("Tintern Abbey" 100-102)

One cannot but wonder how deeply Wordsworth was influenced by Sufi ideals of God. Schwab observes, "German transcendental movement which had shaped to a great extent the mystical element in English romantic poetry itself seemed to have received some sparks of ideas from Eastern Sufi poetry and philosophy, as also from Indian Vedanta" (Schwab 203). If one has still some doubts regarding this resemblance or if one feels that it is just a coincidence, one might go through the following examples:

In Sadi's words: "To the eye of the intelligent, foliage of the grove displays, in every leaf, a volume of the Creator's works," (Hasnat 55) which is followed by a verse translation:

> The meanest flower of the veil
> The simplest note that swells the gale.
> The common sun, the air, and skies,
> To him are opening Paradise.

And Wordsworth writes in "Immortality Ode":
> To me the meanest flower that blows can give
> Thoughts that do often lie too deep for tears. (Hasnat 55)

In his essay "On the Mystical poetry of the Persians and Hindus", Sir William Jones writes:

> The Vedantis and Sufis concur in believing that the souls of men differ... from the divine spirit in which they will ultimately be absorbed… that the beauties of nature are faint resemblances like images in a mirror, of the divine charms… that material substances, as the ignorant call them, are no more than pictures presented continually to our minds by the Sepiternal Artist. (Hasnat 56)

Now the following relevant passage from Wordsworth can be quoted:
> But trailing clouds of glory do we come
> From God, who is our home. (Hasnat 56)

This strange similarity is evident in the following comparison also:
> Our souls have a sight of that immortal sea
> Which brought us hither
> Can in a moment travel thither. (Hasnat 56)

These few lines from "Immortality Ode" show a resemblance with 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)

Lastly, Abul Hasnat offers a masterly analysis in his work *The English Romantics' Response to Perso-Arabic Literature* of some basic Sufi concepts being reflected in Wordsworth's "Tintern Abbey". Wordsworth's "Tintern Abbey" poetically reveals, as Nicholson suggests for Rumi's Masnavi- the "universal principles and the eternal realities" which underlie the external forms of Nature. That is the most profound revelation of a Persian Sufi poet. 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:
> With an eye made quiet by the power
> Of harmony, and the deep power of joy,
> We see into the life of things. ("Tintern Abbey" 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 billah" (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 the secrets" ("sir al asrar"). Again, what is "corporeal frame" for Wordsworth is the "hijab" or "veil" for Sadi:

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

The expression "…we are laid asleep/ In body and become a living soul" reminds us of the utterances of two Sufi thinkers: Junayd and Sadi. Junayd (d. 970 A.D.) is one of the original and penetrating intellects in the history of Sufism. In a significant definition of Tasawwuf (Sufism) Junayd says, it is this: "that God should make thee die to thyself and make thee live in Him" (Nicholson 392). And Sadi suggests in the chapter on mystic love in the third Book of the *Bustan*, "die and be reborn".

Wordsworth's mysticism, thus, conforms to many of those beliefs that Sufism upholds. Although Blake does not exhibit the same intense devotion and strong attachment to God that Sufism epitomizes, there are at least two areas where there are clear resemblances. Firstly, there is no denying the fact that Blake upheld humanity above everything. Throughout his career as a poet, engraver and painter, he raised his voice against corrupt social, political and religious practices. Similarly, Sufism is also based on broad humanism

and pragmatism. The story of "The Sinner and The Saint" taken from Sadi's *Bustan* can be cited as an example. The central theme of the story is as follows:

> One may be a scholar, an ignorant boor the other,
> Yet is the call of either acceptable to Me!
> If the one his days has wasted, adversely fortuned
> Still anguished and consumed, he cries upon Me
> Whoever comes before me helpless,
> From generosity's threshold, him I'll not cast forth,
> But pardon all his ugly deeds-
> And bring him, of My grace to Paradise! (Hasnat 52)

Then comes the inevitable noble utterance:
> A sinner uneasy before God,
> Is better than a pious man, displaying devotion. (Hasnat 52)

This broad humanism of Persian Sufi poets might have impressed the poets like Wordsworth, Blake or Coleridge.

Secondly, Blake did not hesitate to go beyond the institutionalized religion which in his time became an instrument of the Government to exploit the people from the lower rung of the society. Likewise, Sufi doctrine takes a different route and frees itself from the rigid forms and features of orthodox religion. The pragmatism that we have already noticed in Sufism is, perhaps, a result of this separation.

Finally, there is an interesting observation of Vaughan. In his "Book VII" of *Hours with the Mystics*, in comparing the mystical poetry of the East and the West, Vaughan forms the opinion that Western mysticism "has produced prophesies and interpretations of prophesies, sermons, treatises of divinity... 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). He goes even so far as to say, "In none of the languages of Europe has mysticism achieved success which crowned it in Persia, and prevailed to raise and rule the poetic culture of nation" (Vaughan 5).

I think, this may be one of the reasons why some of the Western poets like Wordsworth seemed to be attracted by mystic poetry of the Persian Sufi poets.

Thus, Western Romantics (both German and English) seem to have shown a great respect and liking for Eastern mystical thoughts. Geographical distance or cultural differences did not prove to be barriers in receiving even the most radically different religious views. I think, at a time when religion has become an instrument of political domination, an excuse for terrorism and a reason for wars in many parts of the world, one must draw inspiration from these Western writers who have only elevated themselves by shaking off all the prejudices, inhibitions and complexes and celebrated humanity above everything. What is even more heartening is the fact that these Romantics, by taking a different route in the question of religion, did not really demean themselves in the eyes of

their own people. Rather, they enjoyed the height of being some of the greatest writers of all time.

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A Comparative Study between *The Old Man and the Sea* and *Mahesh*

Shegufta Yasmin*

Abstract:

This paper aims at showing the similarities between Ernest Hemingway's novella "The Old Man and the Sea" and Sharat Chandra Chatterji's short story "Mahesh". Both of these are very famous in their own context. Both Santiago and Gofur show their greatest patience and humanity for their greatest catch and asset. These two struggles are treated as epic struggle. The way Santiago catches the Marlin to keep his reputation intact and after that tries to save it from the sharks is comparable with Gofur's struggle to save Mahesh from all obstacles. Both obstacles are different in form but the struggles are the same. We get a strong tie between man and animal in these two literary pieces. At the end it appears that both Santiago and Gofur are defeated in their struggles, but they are not destroyed. Both the defeats are great in terms of their attempt. Through this study, the author tries to show two different struggles, two different strugglers, different opponents, different situations but experiencing the same kind of pain by the protagonists as they go through the struggles.

Key Words: Struggle, Greatest Catch, Sharks, Defeat, Pride, Marlin, Mahesh, Natural World.

Introduction:

The Old Man and the Sea is a novella by Ernest Hemingway, written in Cuba in 1951 and published in 1952. One of his most famous works that centers around Santiago, an aging Cuban fisherman who struggles with a giant marlin far out in the Gulf Stream. In other words, it is about an epic battle between an old, experienced fisherman and a giant marlin said to be the largest catch of his life. It opens with this background that Santiago has gone eighty four days without catching any fish at all. He is treated so unlucky that his young apprentice, Manolin, has been forbidden by his parents to sail with the old man and was ordered to fish with more successful fisherman. Thus on the eighty-fifth day, Santiago sets out alone, taking his skiff far into the Gulf. By noon of the first day a marlin takes his bait. Two days and two nights pass in this manner, during which the old man bears the tension and pain of the line with his body. On the third day Santiago is completely worn out and in delirium, ends the long epic battle by using rest of his strength to pull the fish onto its side and stab the marlin with a harpoon.

While Santiago continues his journey back to the shore, many sharks are attracted to the trail of blood left by the marlin in the water. The first, a great mako shark, which Santiago kills with his harpoon, lost that. Five sharks are slain and many others are driven away. But by night, the sharks have almost devoured the marlin's entire carcass, leaving a skeleton consisting mostly of its backbone which is eighteen feet from nose to tail. Tourists at the nearby café mistakenly take it for a shark. Hemingway emphasizes that "No good book has ever been written that has in it symbols arrived at beforehand and stuck in... I tried to make a real old man, a real boy, a real sea and a real fish and real sharks. But if I made them good and true enough they would mean many things".

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On the other hand, Sharat Chandra Chattopadhyay (1876 - 1938), a legendary Bengali novelist, was born in Debanandapur of Hooghly in India. He spent 20 years of his life in Bhagalpur and major parts of his novels were either written in Bhagalpur or based on his experience in Bhagalpur. His works represent the rural Bengali society and most of his writings are against social prejudices, superstitions, oppressions and disorder of the society. He used his writings as a powerful weapon for social and political reform.

"Mahesh" is a story of a poor-Muslim farmer Gofur who lives in an almost broken hut of a village, named Kashipur with his ten years old daughter Amina. His only asset is Mahesh, his loving bull. Most of the villagers of Gofur are the Hindu and the *Zaminder* (landlord) is also a progressive Brahmon. Gofur is very sick and weak. That is why he is not able to feed Mahesh. In the village most of the grassy fields are occupied and even water crisis is very severe. Gofur has very little amount of paddy from his share, which is very insufficient for his family. Now-a-days he cannot even manage straw for Mahesh. He often gives straw to Mahesh from his own hut's roof. As a result his roof is almost in a poor condition. In the rainy season, it leaks water. However, somehow he and his daughter manage to live there in a single room.

Tarkaratna, a neighbor, comes and shouts at Gofur for not taking care of his bull. Because if the bull dies, it will be a religious offence for that village as Hindus are the majority. Gofur even begs for straw, but gets no result. He loves Mahesh as his son, he is grateful to it for its previous service. He cannot think of selling it. One day Mahesh destroys other's field, garden and they send it to the police. Gofur manages money and takes it back. At last he decides to sell it and takes advance from a buyer, but he is finally unable to sell it for his emotional attachment with Mahesh. He is also beaten by *Zaminder*'s men for his misbehavior with them. Still he tolerates everything due to his love for Mahesh. One evening he is sitting on bed and suddenly a sound of screaming comes. He comes out of the house and finds that Amina is screaming because of Mahesh's attack on her and that the poor bull is trying to take some water from the broken jar of water. The fact is that, Mahesh has done it seeing water in Amina's hand. As the climate is very hot, without water and food Gofur loses his temper. He loses his sense and attacks Mahesh with a heavy wood. It dies and its skin is sold. Gofur is speechless. At midnight Gofur leaves his hut and village with Amina to work for the town's jute mill which was always disliked by him.

There lies a deep connection between *The Old Man and the Sea* and "Mahesh". We find a strong tie between man and animal. This kind of humanity gives a different identity to these two literary pieces. One is in Cuban coastal area and the other is in a village of Bengal. One is fish, the other is a bull. Santiago gets company and support from Manolin and Gofur gets it from Amina. Both are poor, hungry and angry at the society, situation and Mother Nature. Both are suffering and struggling against nature. But both are very affectionate towards their pet or animal. Both Marlin and Mahesh are sources of livelihood, but they are cared by Santiago and Gofur as long as they are able to serve.

Poverty:

Both Santiago and Gofur are very poor. To begin with the former, "Santiago's shack was made of the tough bud-shields of the royal palm which are called *guano* and in it there was a bed, a table, one chair, and a place on the dirty floor to cook with charcoal." (*Old Man and the Sea*, 2005, p. 6) Again, Santiago is barefooted and he has no new shirt. "His shirt had been patched so many times that it was like the sail and the patches were faded to many

different shades by the sun" (*ibid.,* p.8). Even he can afford neither electricity nor a good bed or a pillow: "They had eaten with no light on the table and the old man took off his trousers and went to bed in the dark. He rolled his trousers up to make a pillow, putting the newspaper inside them. He rolled himself in the blanket and slept on the other old newspapers that covered the springs of the bed." (*ibid*., p. 13)

Similarly, Gofur is so poor that he cannot even mend his wall. It is almost ruined: "Its earthen boundary wall had fallen down, its compound had merged with the road and it had helplessly surrendered its privacy to the mercies of the passersby." (Biswas, "Mahesh" 2005)

Again, both of them live in a single room in which roof has many holes and rain water enters easily: "I also told him that this rainy season I shall make do with some palm leaves to thatch my one-room shanty where I live with my daughter, but without any straw my Mahesh would surely die." (*ibid)*

Man and the Natural World:

Kashipur always faces worse weather. That is why, crisis of water is always there. Gofur could not save any paddy for the last two years because of his credit for previous years. It happened because he could not cultivate for want of rain. This year most of his crops are taken by the *Zaminder* (landlord). As a result not only he but also Mahesh suffers for want of straw: "'I got a few bundles in my share this year, it is true", said Gofur at last in a subdued voice, "but the Zamindar kept them as his last year's due." I fell at his feet and begged for a few bundles and told that I would not flee away from his village.' (*ibid)*

On the other hand, Santiago makes struggle in his whole life in the sea. Bad weather, strong heat of sun, salty water-he takes all these things as taken for granted: "The clouds were building up now for the trade wind and he looked ahead and saw a flight of wild ducks etching themselves against the sky over the water, and then blurring, then etching again and he knew no man was ever alone on the sea." (Hemingway, p. 41)

Other fishermen mock at Santiago, but he does not get angry. He is always optimistic. He believes that eighty-fifth day will be lucky for him. Every day he starts his job with equal interest to get any fish. He says: "To hell with luck. I'll bring the luck with me." (*ibid.)*

Suffering:

Gofur is always suffering from poverty, food crisis and physical weakness. More than that he suffers from mental agony for Mahesh as he cannot feed it properly due to poverty and bad weather. So, day by day it becomes thinner and he cannot do anything with it: "'Look at Mahesh, each one of his ribs you can count – I beg of you to lend me a few bundles of straw so that I can feed him at least for a day or two …" Supplicating like this Gofur suddenly sat down at the feet of the Brahmin'. (Biswas, 2005)

Likewise, Santiago's outlook says how much sufferings he faced earlier:

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the

83

tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. (Hemingway, p. 1)

Again, he is a professional fisherman and his physical feature says his struggles for many years: "All my life the early sun has hurt my eyes, he thought. Yet they are still good. In the evening I can look straight into it without getting the blackness. It has more force in the evening too." (*ibid.,* p. 19)

Hunger:

Most of the days Gofur and Amina eat once in a day and give the starch to Mahesh. But now they cannot take even rice every day; so there is no question of starch for Mahesh. Their stock of paddy is over and it was very minimal in number. Gofur had to pay the lion share to the *Zaminder*. Now he is helpless. Even he is ready to starve to manage food for Mahesh. He can tolerate his own thirst and hunger but not that of Mahesh: "I don't mind if we die of hunger – but my Mahesh is so helpless, he only keeps staring and tears roll down his eyes." (Biswas, 2005)

In the same way, as Santiago could not catch a single fish for last eighty four days he is suffering from crisis of food. Manolin tries to serve him as much as he can. For Santiago he brings beer, food etc. from hotel. Sometimes Santiago shows off that he has arrangement for rice and fish, but Manolin knows that he only pretends to have: "There was no cast net and the boy remembered when they had sold it. But they went through this fiction every day. There was no pot of yellow rice and fish and the boy knew this too." (Hemingway, p.7)

Every morning he drinks coffee with Manolin before starting his day: "The old man drank his coffee slowly. It was all he would have all day and he knew that he should take it. For a long time now eating had bored him and he never carried a lunch. He had a bottle of water in the bow of the skiff and that was all he needed for the day." (*ibid.,* p.15)

Love & Affection:

We see a deep affection between Mahesh and Gofur. He talks with it in such a manner as if he is talking with a human being or his own son. Mahesh also gives response to Gofur's love: 'Drawing nearer he gently began to pat the bull all over and whispered into its ears, "Mahesh, you are my son! You have served me for long eight years, now you have become old. I cannot feed you well, but you know how much I love you!"' (Biswas, 2005)

Once Gofur decided to sell Mahesh, but lastly he could not do it and refused the money he took in advance. The buyer proposed him some more money, but he again denied.

In the same manner, we see how Santiago feels the Marlin: "Fish, I love you and respect you very much. But I will kill you dead before this day ends." (Hemingway, p. 36). In another instance, he says-'"The fish is my friend too," he said aloud. "I have never seen or heard of such a fish. But I must kill him. I'm glad we do not have to kill the stars."' (*ibid.,* p. 53)

He also admires the marlin. Against the sharks, both Santiago and marlin make a group whose target was to defeat the sharks: "You are killing me, fish, the old man thought.

But you have a right to. Never have I seen a greater, or more beautiful, or a calmer or more noble thing than you, brother. Come on and kill me. I do not care who kills who." (*ibid.,* p. 66)

Manolin's affection for Santiago is expressed thus- "You'll not fish without eating while I'm alive" (*ibid,* p. 9). Even he does not want to give botheration to Santiago for thanking other who sends food for him. Manolin says, "I thanked him already. You don't need to thank him." (*ibid.,* p. 9)

Santiago is thinking about the fish with full honor. It seems he can feel its pain of captivity: "He is wonderful and strange and who knows how old he is, he thought. Never have I had such a strong fish nor one who acted so strangely... He cannot know that it is only one man against him, nor that it is an old man. But what a great fish he is and what will he bring in the market if the flesh is good." (*ibid.,* p. 32)

Brotherhood:

After two days long connection and communication with Marlin, Santiago feels a brotherhood with it. "It is good that we do not have to try to kill the sun or the moon or the stars. It is enough to live on the sea and kill our true brothers." (*ibid.,*p.53*)*

Santiago gets hurt for the heavy cord. Whenever the fish leaps or jumps, he feels pain in his hand. Still he says, "I must hold his pain where it is… Mine does not matter. I can control mine. But his pain could drive him mad" (*ibid.,* p. 63). He is desperate to catch the fish anyhow. Because it is his matter of prestige, pride and identity. So when he discovers that he is a failure to save the fish from sharks, he repents thus: "I am sorry that I went too far out. I ruined us both." (*ibid.,* p. 84)

In the same way, Gofur can tolerate his own pain for hunger but not Mahesh's sufferings. To give the last rice to Mahesh, Gofur pretends that he is not feeling well and proposes Amina to give that rice to Mahesh. Amina also understands that his father is doing it only for Mahesh. Though Gofur is very hungry, he sacrifices his meal for Mahesh. Even Gofur shows anger to Amina by mocking at her for eating all the rice, though he realizes afterwards that Amina has no fault. But he cannot resist himself for the love of Mahesh.

Santiago also expresses his feelings like Gofur, "I am a tired old man. But I have killed this fish which is my brother and now I must do the slave work." *(ibid.,* p. 68)

Hunter and the Hunted:

Santiago talks to the fish as if it could hear him. He appreciates the Marlin as his strong opponent. He sometimes enjoys this tension between him and the fish. He says, "If I were him I would put in everything now and go until something broke. But, thank God, they are not as intelligent as we who kill them; although they are more noble and more able" (*ibid.,* p. 43). Once Santiago and Marlin was in opposite side, but after the entry of sharks, both form a group against sharks. In the similar way, Gofur and Mahesh are always in the same side against society, custom and bad weather. Again, they are united in feelings after the death of Mahesh. So the relationship of hunter and hunted is changing in different circumstances.

Anger:

Gofur expresses his futile anger for the *zaminder* after Mahesh's death. Though apparently it seems that Gofur is the killer of Mahesh, actually the situation is the killer. He cannot tolerate or express the loss of Mahesh: "The zaminder took away your food, even the village common he settled with tenants for money, now how do I keep you alive in these hard times? If I let you loose you will either eat others' straw or spoil others' gardens – what do I do with you?" (Biswas, 2005)

As such, Santiago takes very seriously to kill all the sharks. Though already the Marlin turns into a skeleton, he is very angry for his and the fish's bad luck. He says, "I'll fight them until I die." (Hemingway, p. 84)

Defeat:

Gofur's affectionate Mahesh was killed by him. He could not save it. At last he also left Kashipur to work in the town's jute mill. Apparently he is completely defeated.

> Passing the compound when he reached the babul tree he stopped dead and began suddenly to weep aloud. Lifting up his face towards the star-lit night sky he said, "Allah, punish me as much as you please, but my Mahesh died with thirst. They have not left even a small bit of pasture for my Mahesh to graze. Don't forgive the sins of those who have denied him your gifts – the grass to satisfy his hunger and the water to quench his thirst." (Biswas, 2005)

In the similar manner, Santiago could not save the marlin. Though he killed few sharks, still he is defeated by the sharks. But he does not take it as a defeat. He thinks it is his fault to go so far: "But a man is not made for defeat. A man can be destroyed but not defeated" (Hemingway, p. 75). Again, "They beat me, Manolin," he said. "They truly beat me." "He didn't beat you. Not the fish." "No. Truly. It was afterwards." (*ibid.,* p.90)

Pride:

Santiago thinks that anyone can be a fisherman in May. But he has some pride for his own fishing. He takes favor from Manolin. He treats Manolin as his friend of the same age. "Thank you," the old man said. He was too simple to wonder when he had attained humility. But he knew he had attained it and he knew it was not disgraceful and it carried no loss of true pride: "You did not kill the fish only to keep alive and to sell for food, he thought. You killed him for pride and because you are a fisherman. You loved him when he was alive and you loved him after. If you love him, it is not a sin to kill him. Or is it more?" (*ibid.,* p. 77)

Perseverence:

Santiago shows his extreme perseverance for his great catch. He convinces himself by saying that pain does not matter to a man. "I could just drift, he thought, and sleep and put a bait of line around my toe to wake me. But today is eighty-five days and I should fish the day well" (*ibid.*). Again, when Santiago's hand was cramping, he tolerates it and was saying, "Why was I not born with two good hands?" (*ibid.,* p. 61)

Similarly, when Gofur refuses to sell Mahesh and shows his anger to those persons, he is called by the *zaminder* and is rebuked and beaten-he tolerates everything for the sake of Mahesh. Afterwards he is satisfied that Mahesh is still with him.

Strength and Skill:

We can see Santiago's mental strength in his eyes. "Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated" (*ibid.,* p.1). He struggles with giving his best effort. But sometimes he cannot keep control over himself.

Again, "The old man felt faint and sick and he could not see well." But he does not stop to catch the fish. He gives strength to himself. He says, "Get to work, old man" (*ibid.,* p. 69). Thus, he feels very weak physically but his mental strength remains same from the beginning: "For an hour the old man had been seeing black spots before his eyes and the sweat salted his eyes and salted the cut under his eye and on his forehead. He was not afraid of the black spots." (*ibid.,* p.62). Besides, he says-"I could not fail myself and die on a fish like this…now I have him coming so beautifully, God help me endure." (*ibid.,* p. 63)

Isolation:

Santiago is an old man who fishes alone in a skiff in the Gulf Stream and he goes eighty-four days now without taking a fish. In the first forty days a boy has been with him. "I wish I had the boy." (*ibid.,* p. 31)

Similarly, for being Muslim Gofur and Amina live in a distant from others in Kashipur. His *zaminder* and most of the villagers are the Hindu. Gofur always has to face criticism for Mahesh. We see how Tarkaratna gives him threat that if anything happens with Mahesh, *zaminder* will punish him.

Conclusion:

Both Santiago and Gofur show a great struggle to save the Marlin and Mahesh. Both of them are destroyed but not defeated. Their love makes them triumphed over obstacles. Santiago at first shows his patience for eighty four days without catching a single fish; later he shows his extreme mental and physical strength to catch the marlin. Though it is his opponent first, when it is attacked by the sharks Santiago feels brotherhood feelings to it. He tries his level best to save the marlin from the sharks and in this way he repents for his sin to go far away than his range. In "Mahesh" we find that though Gofur kills Mahesh, it is not his ill intension. He does it as the father of Amina, not as the master of Mahesh. Until its death Gofur tries with his every means to keep Mahesh alive. He tries to arrange straw for it, or starch; even he begs for some straws from Tarkaratna. When he cannot arrange anything, he leaves his own meal for Mahesh. Though Mahesh is unable to serve anymore, for his past service Gofur feels gratitude and takes care of it. Again, both Santiago and Gofur show greatest respect for animals. Both of them try their level best to save these two against strong opponents. They show their humanity by taking care of them. However, both marlin and Mahesh are killed by their masters, but for greater intension. It is a victory of man over nature.

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The Comparative Nature in Comparative Literature: A Case-study of Some Major Bengali Literary Works in Conjunction with Other Literatures

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Abstract:

Comparative literature is considered as the study of any literary phenomenon from the perspective of more than one national literature, but comparatists used to neglect Eastern literature for their linguistic incompetence. Deciphering this predicament, this current study applies A. Own Aldridge's methods of comparisons indicating affinity, tradition and influence. In this connection, this paper compares three major Bengali literary works with literatures beyond the Eastern Frontiers.

1. Introduction:

"Everywhere there is connection, everywhere there is illustration. No single event, no single literature is adequately comprehended except in relation to other event, to other literature"—starting with this excerpt of Mathew Arnold's lecture at Oxford in 1857, it can be assumed that finding 'connection' is the prime vocation of the comparative literature. Instead of comparing national literatures setting one against another, it provides a method of broadening one's perspective in the approach to the single works of literature.

A. Owen Aldridge says this method of comparison may be used in literary study to indicate 'affinity', 'tradition' and 'influence'. With a view of designating these three matters, this current paper studies three Bengali key literary works in conjunction of other national literatures. This comparative study is fundamentally not any different from the study of national literature, except its subject matter is much vaster. Instead of confining itself to the ware of single national literature, this paper shops in the literary department store. It looks beyond the specific boundary of Bengali frontier in order to discern trends and movements in various national cultures.

To explicate Aldridge's methods of comparison, this paper is divided basically into three parts. In the first part, to establish the 'affinity', a comparison is made between two existentialist classic novels *Chander Amabasya* and *The Outsider* with a view to highlighting the fact that people all over the world can suffer equally from the existential crisis despite their cultural difference. The second part made the comparison based on 'Tradition'. It concentrates on women's literary tradition which allows to compare the first feminist document *A vindication of the rights of women* by Mary Wollstonecraft with Bengali feminist Rokeya Shakhwat Hossain's *Sultana's Dream.* Finally, for the comparison based on 'influence' the third part studies Michael Madhusudon Dutta's *Meghnadbod Kavya*, which was crafted being inspired by John Milton's *Paradise Lost.*

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2. Comparison based on Affinity: Syed Waliullah and Albert Camus's Existentialist Worldview:

According to A. Owen Aldridge, 'affinity' consists in resemblance in style, structure, mood or idea between two works which has no connection. As for example, the Russian novel *Oblomov* may be compared to *Hamlet* because each work is a character study of indecision and procrastination.

To ascertain this 'affinity', this section prefers 'existential crises' as its common theme. In this association it compares Syed Waliullah's Bengali Classic novel *Chander Amabasya* with Albert Camus' *The Outsider*; a post-war France Classic. The existentialism of these writers is based on the view that life is absurd. This sense of absurd derives from the realization that man is destined to die, as of being punished for a crime he had never committed. There is no reprieve, and this makes life absurd. To set up these similar absurdities Waliullah and Camus had to apply quite contrastive ways, because there is basically no connection between Bengali and French culture.

The writers applies the notion of attachment and detachment with the odd "turn of events" to make the protagonists absurd. In order to begin the journey towards awareness an individual must encounter an existential crisis, which gives him/her introspective thoughts of life. In Camus' *The Outsider*, the protagonist Meursault experiences existentialism throughout the book, because he is detached from almost everybody. This detachment causes him to go through traumatic experiences, leading up to the end of the novel, where he comes to realize what kind of a life he has lived. On the other hand, Waliullah has written Chander Amabasya also to render the existentialist crisis. However, Waliullah's existentialism is rooted in the Bengali social structure and shows that people all over the world can equally suffer from similar crises. Whereas the alienated protagonist of *The Outsider* is a murderer, Arif Ali in *Chander Amabasya* unnecessarily involves himself with the incident of a murder which he could have easily avoided. In the end of both of the novels neither Meursault nor Arif Ali's life gets a rational meaning. They continuously struggle to find a meaning of their lives. This struggle is what the existentialists call "the absurd". Their desire to acquire a meaning of life is confusing. So when they realize the meaninglessness of life, they start accepting death as the absurd conclusion of life. To them death seems to be the only way to be liberated.

The affinity of these two classics is also found in their entirely bleak, dark and absurd mood. Both of the novels lack organized plot-structure which contributes absurdity in the soul-searching of both protagonists Meursault and Arif Ali. Both are facing ethical dilemmas in the face of their realization that life has no meaning. The issue of moral responsibility is also seen here as a difficult one in the universe of the "Absurd". Though the idea of Existentialism is highly prevalent in *The Outsider* and *Chander Amabasya* but there is absolutely no connection from the cultural perspectives.

3. Comparison based on Tradition: Wollstonecraft and Hossain's venture towards women's emancipation:

In *Comparative Literature: Matter and Method* A Owen Aldridge explains, tradition or convention consists in resemblances between works which form part of a large group of similar work held together by a common historical, chronological, or formal bond. Goethe's *Die Leiden des jungen Werther* may be compared to the epistolary novels of Richardson and Rossueau because of the first person perspective and the untrammeled expression of sentiment in all three works.

Accordingly this section studies two ground-breaking pieces of women's literary tradition specifically from the social milieu of Europe and Bengal; *A Vindication of the Rights of Woman* by Mary Wollstonecraft and *Sultana's Dream* by Rokeya Sakhawat Hossain respectively.

Just like Mathew Arnold's idea of "inter-textual tapestry" a comparatist might follow Seighbert Prawer's 'five different subjects of investigation' as suggested in his *Comparative Literature Studies: An Introduction*.

At first looking back to woman's history it will take a considerable leap of the imagination for a woman of the 21st century to realize what her life would have been like had she been born 150-200 years ago. That time, women lived in a state little better than slavery. They had to obey men, because in most cases men held all the resources and women had no independent means of subsistence. Women who remained single would attract social disapproval and pity. She could not have children or co-bait with a man: the penalties were simply too high. Nor could she follow a profession, since they were all closed to women.

Wollstonecraft's *A Vindication of the Rights of Woman* was rooted in attaining the basic rights for the women dealing with the realities of the society. It is in a sense, a new form of publication for us in Liberal studies which addressed to a wide audience on a contemporary issue. On the other hand, Hossain wrote *Sultana's Dream*, as the story goes, to impress her husband with her skill in English, and by all accounts she was more than successful. Analyzing the literary themes and forms, Wollstonecraft's essay is a popular polemic which basically deals with women's right for equal education but Hossain's *Sultana's Dream* turns out to be an intriguing example of a feminist utopia. This fiction visualizes an imaginary world where women are socially and politically dominant over men, and that dominance is seen as natural. It also demonstrates the way of woman's emancipation through employing themselves in an imaginary ladyland, established by the 'brain-power' which is 'free from sin and harm. Virtue itself reigns here'.

In *Vindication of the Rights of the Woman* and *Sultana's Dream* both Wollstonecraft and Hossain are advocating for female education beyond domestic caterings. Both the texts derive from the psychological, intellectual and stylistic tendencies of these two female writers which are so dominant and penetrating that they characterize the entire age in which they appear. 'The Rights of woman' introduces all of its major arguments in the opening chapters and then repeatedly returns to them, each time from a different point of view; this is

what a comparatist calls 'recurring motif'. The recurring motif in 'The Rights of the women' is that women should be educated rationally in order to give them the opportunity to contribute to the society.

In the eighteenth century, it was often assumed by both educational philosophers and conduct book writers, that women were incapable of rational or abstract thought. Women, it was believed, were too susceptible to sensibility and too fragile to be able to think clearly. But Wollstonecraft argues that wives could be the rational "companions" of their husbands and even pursue careers should they so choose. She believed that home is significant because it forms the foundation of public life. But just as woman has duties at home so do man. Man has duties at state as do woman: "I do no wish them (women) to have power over men, but over themselves".

But no such assumption can be made in *Sultana's Dream*, although here education is also the recurring motif and driving force of women's emancipation. In Sultana's utopian world, men are kept in confinement as they are termed as 'lunatics'. Hossain alleged man as the reason for all sorts of mischief. As men are confined to 'Mardana' (men's secluded area) in that lady land, society no longer needs lawyers in the courts and there is also no warfare and bloodshed. Women look after the official duties and also manage the home as better time-managers. Thus Hossain clearly differs from Wollstonecraft's calling for equality in public affairs. In the great inter-textual tapestry, Hossain's fiction can be treated as a Bengali sequel of Wollstonecraft's scripture where all the women are fulfilled and their knowledge were capable of mastery over nature without the help of men.

Being a comparatist, stressing upon the relationship between these two authors, literature and movements of these united texts, one principle is upheld that finding the solution of the perennial problems of feminine world is the melting point both in Mary Wollstonecraft's *A Vindication to the Rights of Woman* and Rokeya Shakhawat Hossain's *Sultana's Dream*.

A feminist reading of *A Vindication of the Rights of the Woman* and *Sultana's Dream* shows that both Wollstonecraft and Hossain are similarly strong in voicing out their rights. Though most historians often claim that the first feminist document was Mary Wollstonecraft's *A Vindication of the Rights of the Woman*, but she is not a feminist in the modern-day sense. Wollstonecraft is responsible for stirring up a controversy on the rights on women, but sometimes contradicting her own words, she made it hard to say that she was fighting for the equality of women. There is still an ongoing debate on Mary Wollstonecraft's legacy 'mother of feminism', because she was not revolutionary enough. But on the other hand, Hossain turns out to be a Bengali suffragette, a prolific, visionary feminist writer. In a relatively short span, a mere 52 years, of her life, Hossain authored around ten volumes of write-ups, including essays on feminism and other social issues, utopias, novels, poems, humor and satirical articles. Apart from writing, she established a girl's school for Muslim women and argued all her adult life, with the patriarchs of the Muslim society, in defense of the necessity of women's education.

4. Comparison based on influence: Milton's Satan and Madhu Sudan Dutta's Ravan:

For an example of influence, we may turn to the Italian historical novel *I promessi spose on Manzoni*, which is in many ways was directly inspired by the preceding English works of Walter Scott. To elucidate the comparison based on 'influence' this section studies one of the greatest eastern epic *Meghnadbod Kavya* by Michael Madhu Sudan Dutta. A converted Christian, Dutta himself acknowledges that his poetic persona is refined by the western sensibility:

> It is my ambition to engraft the exquisite graces of the Greek Mythology on our own; in the present poem, I mean to give free scope to my inventing Powers (such as they are) and to borrow as little as I can from Valmiki. Do not let this startle you; you shan't have to complain again of the Un-Hindi character of the poem. I shall not borrow Greek stories but write, as a Greek would have done. (Banerjee 30)

An eminent Bengali critic Jogindranath Bashu argues that Dutta borrowed many Greek mythological elements in this epic (Banerjee 57).   For example he asserts that the character 'Baruni' is not originated from Hindu-mythology. Rather it was crafted under the shade of the character 'Sabrina' from John Milton's 'Camus'. Dutta himself admitted that in this epic he had a firm intention of introducing the Greek gods and goddess in the disguise of Hindu Dev and Devis. He says, "I am not ashamed to say that I have intentionally imitated it- Juno's visit to Jupiter on Mount Ida, I hope I have given the Episode as thorough a Hindu air as possible" (Benerjee 60).

More or less Dutta was influenced by almost all Greek poets, but inarguably John Milton tops the chart. This influence becomes much obvious when we compare *Meghnadbod Kavya* with John Milton' *Paradise Lost*. Both of the epics are based on mythological characters of Satan and Ravan respectively that are portrayed as evils and antagonists. These both epics delve into the similar question 'Can devil be the hero?' Following Milton, Dutta also applied analogous narrative technique that invites the reader to consider the possibility that like Satan, Ravan can also be hero. This section applies Aristotle's notion of 'hamartia' in the characterizations of Satan and Ravan to argue that although Dutt was influenced by Milton, he appears to be much more sympathetic in sanctifying the demon.

The traditional image of a hero is generally a man, who is fundamentally a good person confronting challenges and overcoming them successfully. In *Paradise Lost* and *Meghnadbod Kavya*, however, this hero archetype is challenged specially by the characters of Satan and Ravan. That is why; Aristotle argues that heroes are more complex than the classic archetype permits. They are good, appealing people who make mistakes; they are people who enjoy favor and prosperity but who are inhibited and limited by a character flaw that jeopardize their situation and force them to test their own competence. In short, heroes are human. This is the concept of 'Hamartia' and it is a useful construct for analyzing Milton's *Paradise Lost* and Dutta's *Meghnadbod Kavya*. 'Hamartia' permits the reader to identify the dualities of the characters that are not on immediate display.

Satan has profound ideas and questions, but his tragic flaw is that he becomes misguided very easily. Nonetheless, he is heroic because he is earnest and persistent in pursuing what he believes to be true, which is made clear in one of the important quotes from *Paradise Lost* where he asks, "The mind is its own place, and in itself/Can make a heaven of hell, a hell of heaven. /what matter where, if I still be the same..." (Book I, ll. 254-256). He wants to be different, transformed by knowledge about God's true nature, as well as his own. Satan dares to challenge God, articulating the doubts and questions that he has because he thinks that doing so is the only way to find answers. He does not challenge God with the intent of being deceptive, rebellious, or hateful, although all three of these characteristics emerge later, after he has been sent into perpetual exile.

To describe Ravan as a true epic hero, one must have to apprehend the character first. Though Meghnad has been claimed as the central character, but attempting a close reading to the structure of the epic, we see Ravan plays a more important role. Among the nine cantos of the epic, Meghnad is present only in three, where Ravan dominates in the entire epic. The epic starts with Ravan, finishes with him as well. Even Dutta's inspiration for writing this epic is not Meghnad, rather it is Ravan. In the narrative technique, he appeared to be more sympathetic than Milton in portraying Satan. Ravan is not ghastly gruesome creature like that in Rmayana, rather he is leader of the civilized monster (Rakhhos) nation. From the description of his "Rajshova", we see his outer world is not only aristocratic but his inner mind is also sophisticated. His kingdom 'Sorno-lanka' is not any less than God's paradise.

The 'Hamartia' of Ravan is also quite different from that of Satan. He is not a rebel of God. Rather he is a great devotee. Like Ram, he has his own God, namely East. He also appears to be more religious than Ram. In his helpless hours, Ravan begs for help to East. This begging is not any kind of cowardice, but of a great man's humble submission. The only reason for which Ravan can be blamed is his abduction of Shita. But understanding deeper, we feel more sympathetic towards Ravan, as he abducted Shita merely not for lust, but for avenging his sister Supornkha's exploitation. Even when Shita depicts Ravan, there was little of lusty attitude; rather it was full of vigor, prowess and hyper masculinity. If we judge Ravan from his social and private life, we see he is not only a successful king but also an affectionate father. In the last canto, he even felt sorry for his defeated enemy and showed proper respect over his dead body. Against this overwhelming generosity of this character, the guilt of his abduction of Shita becomes pale.

Attempting a comparative study between Satan and Ravan, Ravan appears to arouse more sympathy from the readers. As for Satan, even after being banished from heaven, he keeps his head high and portrays "pride" as his biggest trait. He is hero in the sense of being rebellious, but is evil in corrupting Adam and Eve, which brings Sin and Death to earth. But there is no such corruption in Ravan's character. Ravan's painful tragedy makes him hero in our eyes. Ravan is the character who tries to combine solidness, prowess and ability to accomplish anything impossible. He grasps human emotion, love and affection. In the conflict between these two binaries, Ravan collapses. If he would have wanted to win being treacherous like Satan, he would not have cried over the death of his enemy. His social life is

manifested with fame and glory but his mind is full of agony. After the death of Meghnad, seeing the magnificence and glory of his winning in the seventh canto, nobody will believe that Ravan is a tragic hero. But his cerebral distress leads him to such a phase where he cannot but fall down. To conclude, Satan and Ravan may just be said the conformists who could not be under control of authority. Both of these characters are rebels. But whereas Milton turns Satan into evil for avenging his revolt, Dutta keeps Ravan's humanly qualities intact till the end.

5. Concluding Remarks

Vastness of materials and multiplicity of problems encountered in comparative literature made it hard to fix any ideal method for study. Moreover, the reason for most comparatists used to neglect Eastern literature in the analytical process is the lack of linguistic competence required for tackling them. This paper intends to overcome these limitations applying A. Owen Aldridge's methods of comparison in the frontier of Eastern literature. The result of the study shows that the terms 'general literature' and 'comparative literature' can also be used interchangeably. The only distinction remains in a sense that 'general literature' basically comprises studies of themes, genres, and masterpieces without explicit reference to time or period. But comparative literature comprises both literary history (including movements, periods, and influence) and the relations to literature to the social, political, and philosophical background. Consequently general literature would completely transcend national boundaries, whereas comparative literature would focus on the relations between one particular literature and other-related literary works as well, even if they belong to a totally different literary tradition. To conclude, this comparative study involves Bengali three key texts with texts across cultures, that is interdisciplinary and that is concerned with patterns of connection in literature across both time and space.

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Prospect of Developing Extensive Reading Skill among the Bangladeshi Learners of the English Language

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Abstract

The purpose of this article is to make greater use of the extensive reading in the secondary and higher secondary levels of education in Bangladesh. It begins with the overview of the term called 'extensive reading' and goes on to explore the characteristics and objectives of extensive reading. It highlights on the role of dictionary, note-taking requirements and language learner literature. It also looks into the role of class-room, advantage of extensive reading and the holistic development through extensive reading. After all these discussions this article tries to give an overall picture of the state of ESL/EFL in the secondary and higher secondary levels in Bangladesh and figure out how to implement the extensive reading skill for the better performance of the students.

Keywords: Fluency, confidence, motivation, learner's autonomy, free-reading, reading for pleasure.

In Bangladesh reading skill in English language is not given much emphasis in designing the course curricula at the primary, secondary and higher secondary levels which is why most of the students cannot do well at the tertiary level where the medium of instruction is English. Reading is a receptive skill where a learner is required to respond to the text by comprehending what he is reading. His comprehension is based upon his understanding of the text at the word level, the sentence level and the whole-text level. Again, his concept will not be clear if he cannot connect it with the knowledge of the world.

If we ask the question what reading is, the answer is as simple as working out the meaning and understanding the text. If we look for the purpose of reading, two reasons can be identified- reading for information and reading for pleasure. The first one is goal oriented and the later is for reading fluency. Both forms are essential as important language learning skills. In real life we read according to our purpose and what we wish to obtain from the text. But, in the classroom, reading means assessing the understanding of the students.

Nowadays extensive reading has gained a lot of popularity as one of the major language learning skills in other non-English speaking countries. This style is not very familiar in our curriculum which is why ESL/EFL students have to struggle a lot in the acquisition of the language. Nevertheless, it could be very effective for our students at the secondary level and higher secondary level.

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1. Extensive Reading: An Overview:

Extensive reading means general understanding of a longer text for pleasure. In extensive reading, reading confidence and reading fluency are prioritized. Reader can read the text independently outside the classroom. Reader has the freedom of selecting his own book which he finds interesting for him:

- A novel one reads before going to bed

- The latest marketing strategy book

- Magazine articles that interest someone.

2. Objectives of Extensive Reading:

The objectives of the extensive reading can be as follows:

- To increase student confidence in their English reading ability

- To increase student motivation in their English reading

- To decrease dependence on word by word comprehension

- To increase reading speed (number of pages read per hour)

- To increase student narrative interpreting ability

- to foster a clear, strong and constant sense of personal success in reading English

To achieve these objectives class library content should be richer, keeping in mind the broad spectrum of the requirement of the learners. Books can be classified according to the level of difficulty. For the most part, the books can be about fifty pages long, and should include illustrations and drawings. All of the titles may involve narrative stories- from simplified versions of classics like *A Tale of Two Cities*, *Gulliver's Travels, Robinson Crusoe* and *Alice in Wonderland* to biographies of Martin Luther King and Mother Teresa; science fiction; adventure stories; love stories; thrillers, and so on. In short, the class library should contain an interesting and wide variety of books written at easily accessible levels of English.

3. Role of Dictionary:

While reading, students should keep English-to-English dictionary. But reader should not be intervened by the frequent glance at the dictionary which might interrupt his fluent reading of the text.

4. Language Learner Literature:

In recent times, many books are written keeping in mind the requirement of the language learner so that it should become a genre in its own right which can aptly be called Language Learner Literature. This is quite like children's literature and young learner's literature. Fiction rather than non-fiction writings are preferable for several reasons. Firstly,

non-fiction writings are relatively harder than the narrative intermixed with dialogues. Knowledge of the world presented in the fiction is more or less common in most of the cultures. The settings are different; so no two stories look the same. If the books are written at the right level of difficulty the graded readers do not require much concentration to read the books. So they can read the books anywhere they want-on the bus, the train or in bed.

5. The Role of the Classroom:

Although extensive reading aims at reading outside the classroom, classroom reading of the story book may also turn out to be beneficial for the students. If a particular time slot is set aside for extensive reading, this in turn stir much interest among the readers in whatever they are reading, to find some more time to continue reading out of the classroom on their own. This may even be done in a way that the teacher reads aloud a particular story and stops at a crucial stage so that it may encourage the readers to speculate what happens next and carry on reading on their own even after the class. Another idea could be to hold group work or pair work and the students will discuss about the book they have read. They can incorporate listening and speaking skills here. This discussion may persuade other students to take interest in that particular book. It could even be in the form of book presentation. In the process of pair work or group work, the students may develop the skill of note-taking which will involve questions like:

- What book(s) did you read this week?
- What did you find particularly interesting?
- How many pages did you read?
- How much time did you spend reading?
- What are your reading goals this week?

This will particularly make them serious about the class-room reading. They have further to develop the reading fluency which means the speed of their reading. In the first week they may read a book. But in the second week it has to be increased to two books and gradually the speed should be faster.

6. Note-taking:

Extensive reading will be much more effective if these learners maintain a note-taking journal where they will write every day's progress, their reading strategy, their comment on particular phrases, summary of what they have read, some new ideas and vocabulary. This will help them to do pair-work and group discussion. They will be able to keep track of what they have read and what will follow. This will enable them to measure their own progress.

7. Characteristics of Extensive Reading:

The term 'extensive reading' was first originated by Palmer (1917, quoted by Day and Bamford, 1997). It is different from 'intensive reading' which refers to the careful reading of short, complex texts for detailed understanding and skills practice. Extensive reading has acquired many other names: Mikulecky (1990, cited in Day and Bamford, 1997) calls it "pleasure reading." Grabe (1991) and others use the term "sustained silent reading", while Mason and Krashen (in press) call it simply "free reading".

The characteristics of extensive reading usually include:

- Relatively fast reading of a large amount of longer, easy-to-understand text
- Reading done at the reader's own pace and level
- The aim is for overall understanding, not word-by-word decoding or grammar analysis
- The minimum use of dictionaries
- The material is generally chosen by the students.

Now the question is how much reading has to be done before it can be called "extensive". Susser and Robb (1990) quote suggestions ranging from an hour per evening (Krashen 1985) to at least two books a week (Carroll 1972). Given the huge discrepancies, flexibility seems to be the key, as what constitutes "a lot" depends largely on the teacher's and students' perceptions of "extensive" in relation to the students' overall workload. Given that Bangladeshi high school and college students are extremely weak at reading skill, one page per day and three pages per day during any vacation may serve as a useful guideline. The main purpose of the extensive reading is to get students to read as much as is expected and to enjoy doing so.

8. Advantage of Extensive Reading:

The advantage of extensive reading is manifold. Firstly, it not only improves the learner's reading skill but also develops the overall proficiency of the language acquisition. It gives the pleasure of reading a good story and at the same time accomplishes an important task of advancing the reading skill, no matter even the fluency level of the reader is very low.

Secondly, Krashen (1981, cited in Harmer, 1991, 33-34) argues that students can acquire language on their own provided a) they receive enough exposure to comprehensible language and b) it is done in a relaxed, stress-free atmosphere. Extensive reading is a combination of two very satisfying situations- one is reading large amount of easy-to-access and comprehensible material at home and two is it involves little or no follow-up work or testing. Extensive reading has been shown to be a highly successful way of reinforcing, confirming and deepening knowledge of vocabulary and expressions hitherto only imperfectly known, and of developing an implicit understanding of when and how words are used, by experiencing language in context. (Nation 1997 and Coady 1997, cited in Mutoh, Bamford and Helgesen 1998)

Another significant advantage is that students have the freedom of choosing their own book according to their capability. So the weaker students do not feel embarrassed lest they should not keep pace with their classmates which happen with the teacher-chosen text for everybody. So the students do not feel demotivated or frustrated. So the overall effect on their attitude will be beneficial. In other words, success in individual reading encourages learner autonomy which leads to "learning success and enhanced motivation" (Dickinson 1995, cited in Mutoh, Bamford and Helgesen 1998).

Another positive aspect of extensive reading is that students are less likely to face the follow-up activities or exercises. They are encouraged to go for general understanding of the text rather than the detailed comprehension. They do not need to decode sentences word-by

word. As Carrel (1998) has very aptly said, the goal is to turn "learning to read into reading to learn".

Day and Bamford (interviewed by Donnes, 1999) offered a simple summary of the theory behind extensive reading, saying that "students who read large quantities of easy, interesting material will become better readers and will enjoy the experience." In other words, to use the ubiquitous catchphrase, "students learn to read by reading" (Grabe 1991, Smith 1985, quoted in Robb and Susser 1989, Bamford, interviewed by Donnes, 1999).

9. Holistic Development through Extensive Reading:

It does not mean that the main function of reading is to read well. Rather it aims at the total development of a student by helping to boost other skills. It strengthens confidence and motivation and improves overall attitude.

Firstly, reading enriches the vocabulary of a learner by familiarizing him with many different words. It is one of the widely accepted benefits that reading can accomplish. Nuttal (1982, reported in Robb and Susser, 1989) maintains that "an extensive reading programme is the single most effective way of improving both vocabulary and reading skills in general." Mason and Krashen (1997, quoted in Waring 2001) are among the many others who support the gains in vocabulary thesis. In addition, many researchers have found extensive reading to have a positive effect on listening, writing and other areas of language competence. (Mason and Krashen, 1997 in Mutoh, Bamford and Helgesen 1998, Day and Bamford, interviewed by Donnes 1999, and Nation, 1997). Indeed, Robb and Susser (1989) were surprised at the extent of writing gains made by an extensive reading group. Nation (1997) also claims benefits not just for reading fluency but "in a range of language uses and areas of language knowledge", including significantly, affective benefits. This view that extensive reading helps improve students' overall attitude towards studying English is supported by many others, including Mason and Krashen (1997, cited in Robb 2001). In fact, Mason & Krashen (in press) go even further and quoting research by Krashen (1993), Elley (1991) and Mason and Krashen (1997) affirm categorically that "it is firmly established that free reading leads to increased second language competence." Grabe (1986, quoted in Mutoh, Bamford and Helgesen 1998) called extensive reading a "major way to round out a reading program", and in 1991 reinforced his view by saying: "Students need to read extensively. Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills and promote confidence and motivation." (p. 396)

10. The State of EFL/ESL in Secondary and Higher Secondary Levels in Bangladesh:

The proficiency level of English in Bangladesh is still at a very frustrating position. And it is deteriorating day by day. One of the main reasons is that the ESL/EFL relies heavily on traditional grammar-translation method and intensive reading which very often fall short of taking a learner to reach his ultimate goal. These two methods are not always as interesting as to create a positive impact on students. Furthermore, these are not enough for successful acquisition of a language. Intensive reading and extensive reading are always corresponding to each other. Intensive reading can achieve certain things very effectively. Even if class readers are used, it is invariably as a basis for skills-building exercises, concentrating on understanding and practicing sub-skills, with all students forced to read the same text at the same pace to be able to do these activities. This is not necessarily a bad thing

in itself. Intensive reading is valuable for learning vocabulary, understanding how text is organized and so on (see Waring, 1997). Certainly, many researchers (such as Hill, 1997, Waring, 1997) find intensive and extensive reading to be complementary. Again, intensive reading will not provide a reader with the pleasure of reading. Nor can it achieve the aim of reading fluency or learner's autonomy.

11. The Implementation of Extensive Reading in Bangladesh:

Initially if we take our secondary and higher secondary students for extensive reading project we will get a substantial result. Reading fluency is very low at this stage. So we can start with one book per term. The book should be graded reader. The students are required to read further than this minimum amount of extensive reading. If they are properly motivated their enthusiasm will make their reading extensive. From the start of the course it may be emphasized that the home readers are to be read in a different way to the class reader. Firstly, students will choose the books they want to read and will be free to change a book without finishing it if they find it hard or uninteresting. Secondly, they will be encouraged not to use dictionaries, but to try to understand and enjoy the overall story. Students are required to write a summary of one book over the summer vacation, but this will be the only form of follow-up exercise. During the rest of the year, whenever they finish with a book, they will simply be asked a few questions about it (their opinion, favorite character etc). Then they will choose their next book (with guidance from the teacher if required) and the process will begin again. The aim is for the students to take responsibility for themselves as far as possible. Small incentives may sometimes be introduced, such as offering a token prize for whoever reads the most books. The number of books read by each student can be recorded on a wall chart in the classroom. This will enable both teacher and students to see how the class is doing and act as an incentive to others.

Finally, it can be said that the standard of English language in our country is so low that it needs inevitable changes. Extensive reading is remarkably neglected throughout. Students will be benefited and they will enjoy reading the books if they are given the chance of free reading. The more they read the more enjoyment they will derive and that will bring significant changes in their attitude and outlook. As a result, these students will have a higher degree of motivation in the language acquisition. Once students develop this reading habit, this will gradually engage them in reading task of their own choice. Accordingly, this habit will find a permanent place in their future life and help our students to overcome a persistent dread of the acquisition of English language.

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Ibsen's Nora versus Shaw's Joan: Enlightened Effort to Exert Existence and Feminine Sensibility to Unfold Identity

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Abstract:

This paper critically examines Ibsen's (1828-1906) Nora Helmer and G.B. Shaw's (1856-1950) Saint Joan to find out their extravagant effort to exert existence and feminine sensibility, and unfold lost identity. Nora and Joan both struggle and fight to get back their lost identity but in different ways. On the one hand, Nora fights to exert her identity at home and on the other hand, Joan fights to search for identity at a national level. So, this paper attempts to search for their feminine sensibility and show how they unfold their identity. This paper also tries to explore similarities and dissimilarities between these two characters in terms of different experiences they face in their life. As both of the female characters show their rebellious attitude to unfold a new identity, it takes feminism a great step forward. So, feminism is one of the major concerns of this paper. At last, this paper ends up in showing that these two revolutionary characters really create an epoch-making chapter in the history of feminism and emancipation of women.

Keywords: Exert Existence, Feminine Sensibility, Patriarchy, Unfold Identity, Feminism.

Introduction

Henrik Ibsen and G.B Shaw have a great fascination of creating characters which can easily be distinguished because of their personal aura, aptitude, and bravery. Ibsen believed and liked the charismatic person who has the ability to reform and to give a new shape. That is why, in his drama *A Doll's House* we, the modern audience, see that Nora Helmer has been treated like a doll-a doll, who can be treated anyway we like. Consequently, the modern audience becomes so happy and applaud the decision of Nora as she goes out of the house slamming the door before her husband's face to find herself into a new world . This incident is a slap against the patriarchy as it breaks all sorts of prevailed norms and conventions which solely support and regard the male dominated society and male hierarchy. The way Nora demonstrates and exerts her existence and identity at the end of the drama becomes a classics specimen for all women of all society. Shaw, not similarly but by possessing almost the same beliefs and ideologies, portrays a lady named Joan in his classic *Saint Joan*. This lady is so arrogant that she dresses herself in man's attire and does not dare to stand against the English troops ornamenting her with armors and weapons. Rather than ornamenting herself with the traditional female ornaments she beatifies herself with weapons and artilleries not to impress the opposition soldiers rather to make them treat her as a dignified soldier. This kind of attitudes is rather unthinkable on those very days. Thus, these two revolutionary characters really help us to justify the women's condition in the society. They can be idols for women who have so long been subdued and subjugated by the patriarchal society.

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The major driving force of *A Doll's House* has something to do with gender relations in modern society. It offers us a vision of need for a new-found freedom for women amid a suffocating society governed wholly by unsympathetic and insensitive men. And that is why, we find that Nora Helmer is always confined by family and social constrictions. Nora, being treated like a mere instrument and object, always accepts what her husband Torvald compels and imposes on her. To her husband she is none but some mere animals and insects-squirrels, larks, and a pet indeed. She is not treated reasonably: rather she is chided even when Torvald knows that she borrowed money only for his treatment. Judging all these things she becomes aware that her father and her husband have seen and treated her as a doll to be played with, a figure without opinion or will of her own– first as a doll-child, then a doll-wife. She finds that her whole life has been based on illusion rather than reality. She therefore looses her foothold in the society and must flee from the man who cannot dissociate himself from the so called orthodox laws of the society. Michael Meyers said about Henrik Ibsen's plays: "The common denominator in many of Ibsen's drama is his interest in individuals struggling for and authentic identity in the face of tyrannical social conventions" (1563). This comment of Meyers is absolutely correct in the case of Nora as we see her being maltreated and oppressed, and throughout the drama her true character remains suppressed to the audience; but at the very end of the drama her true character is revealed in her way to search for her lost identity.

Joan, on the other hand, is an utterly confident character from the beginning of the drama. She knows her duty very well and thus knowing her duty she refuses to wear the apparel of her sex and expresses only disdain for women's dream of petty things preferring to think herself only as a soldier. Joan is a true believer, one who strives to do God's will in everything she does. In contrast to her, Shaw pictures organized religion, represented by Roman Catholic Church of fifteenth century, as manipulative and hypocritical. The church leaders were much more concerned about increasing their own power and authority than in doing the will of God. Ironically, the church condemns and executes Joan for being a heretic. Whereas, in reality, she is only trying to carry out God's will for her; while they are trying to protect their own power. With greater irony, Joan is made a martyr and a saint for her purity of intention and faith in God.

Exerting Own Existence

There is no doubt that *A Doll's House* has long been seen as a landmark in our century's most important social struggle, the fight against the dehumanizing oppression of woman, particularly in the middle class family. Nora's final exit away from her traditional social obligations is the most famous dramatic statement in fictional depictions of this struggle.

So in reading responses to and interpretations of the play, one frequently comes to the statement like the following: Patriarchy's socialization of women into servicing creatures is the major accusation in Nora's painful account to Torvald of how first her father and then he used her for their amusement, how she had no right to think for herself but only to accept their opinions. Excluded from meaning anything, Nora has never been subject, only object (Tempelton142). Nora has thus been treated as a mere object- a lifeless being having no sense and sensibility.

In the drama we see the heroic Nora fighting for her freedom against the oppressive males and winning out in the end by her courageous final departure. This shows the way that the males in a Victorian society dictate what females are allowed to do. When Nora finally slams the door on Torvald, it means that she slams the door on everything else in the society. This statement shows Nora finally walks away from Torvald and social norms and thus becomes her own woman.

"You are taking like a child. You understand nothing about the society you live in" (Ibsen 1467). Torlvald represents the way that society treats and views woman. The way Nora takes her life in her own hand and liberates herself makes the statement that society is wrong. Through the course of the play Nora fights to remove the restrictions that the patriarchy and the society have placed on her.

In the same way, Joan, the revolutionary protagonist of the drama *Saint Joan*, is introduced as a girl of sixteen or seventeen. She is devoid of any feminine guile and is referred to as a brave, confident girl filled with valor and faith. Her short hair and soldier like clothes bear testimony to the seriousness of her purpose. She has come to vaucouleurs castle to ask for a horse armor and soldiers as she plans to help crown the Dauphin as king of France and to aid in the attack in Orleans against the British who now occupies France. She is convinced that the English are violating God's will by being in her country, and she is determined to drive them back to England. She will fight to the death to accomplish her purpose. Joan again is steadfast in her faith without being bothered about mockery, criticism, or praise. She boldly goes ahead as she believes that it is God's will for her to save her country. Her fervor impresses Charles, who gives her permission to carry out her mission. The fact that she can influence the Dauphin says a lot about her 'powers' of persuasion and leadership.

Joan's exceptional courage and persistence helps her not to be intimidated by the de Baudricourt himself or by his men. That is why de Baudricourt's steward sums up this aspect of her character by saying "she really does not seem to be afraid of anything" and "she is positive, sir" (Shaw 51). She has immense self-confidence, acting on the assumption that others will readily fall in with what she proposes, and is undaunted by authority and rank. She is able to inspire reverence and instill courage. De Poulengey tells Baudricourt, "there is something about her" (56). She is a character who responds to challenges in a realistic and practical manner. Her direct, powerful, charismatic personality and her straightforward approach are reflected in her colloquial speech. Almost her first word to Baudricourt are "be you captain?" (52). She asserts in the preface that "She was a woman of policy and not of blind impulse" (21).

A *Doll's House* is not primarily a blow for women's emancipation, a social comedy revealing the need for change in the patriarchal middle class. It is, by contrast, a tragedy, and Nora has, to me, far more in common with Oedipus or Antigone than she has with Major Barbara or the Goodbye Girl. Her exit, thus, is much more a self-destructive assertion of her uncompromising and powerful ego, a necessary expression of her romantic quest for freedom, and then it is an intelligently earned insight into how best she can learn to function as an individual amid a conforming and oppressive society.

Nora and Joan as Feminists

Ibsen refused to be called a feminist, preferring to be known as a humanist. He argued that traditionally society's rules come from the male way of thinking. He saw the women's world as one of human values, feelings, and personal relationships; while men deal with the abstract realm of laws, legal rights, and duties. In *A Doll's House* Nora cannot really see how it is wrong to forge a name in order to save a life, but Torvald would rather die than break the law or borrow the money. But, in the end Nora knows how to get rid of this male chauvinistic wave. The conversation below will show how agitated Nora is:

Helmer: Nora, Nora not now! Wait till tomorrow.

Nora [putting on cloak]: I can't spend the night in a strange man's house.

(*A Doll's House*, Act III, 173)

Nora now realizes that their eight years' relationship is nothing but a vague one. She finds no harmony in their staying together. It has become impossible on her part to live with a strange man under the same roof. Therefore, she takes her penultimate decision to get of the house to create her own world. We do not know where she will go and what she will do, but can assume that she will now lead her own life.

On the other hand, in *Saint Joan* the part of Joan's rebellion against the established attitudes is her refusal to accept the conventional women's lot. She rejects traditional women's clothes and dresses as a soldier, says that she will never take a husband, and tells Dunois that while other women dream of lovers and money, She dreams of "leading a charge and of placing the big guns" (83). Shaw presents Joan's unorthodox behavior as simply the logical consequences of an intense love of the military life. At her trial she tells the court that she is as good at spinning and weaving as any women in Rouen, but that her purpose in life is not to do "women's work" (128) but to become a soldier and defeat the English. As someone engaged in military activity and the company of other soldiers it seems to her only sensible that she should wear a military uniform; as she remarks to Courcelles, "do you want me to live with them in petticoats?" (132).

Although Shaw wishes us to see Joan's rejection of her conventional women's rule as perfectly rational, he makes it clear that it was unacceptable to the society in which she lived and contributed to her downfall. At the trial it is evident that the church considers this as an important part of her heresy. The Promoter D'Estivet declares that the wearing of men's clothes "indecent, unnatural and abominable" (131), while the Inquisitor foresees an outbreak of moral depravity if Joan's behavior is not checked. Like her belief in Protestantism and Nationalism, Joan's insistence on female equality cost her to fall victim to a society that was not ready for her.

Twisted between Social Life and Duty

The inferior role of Nora is extremely important to her character. Nora is oppressed by a variety of "tyrannical conventions." Ibsen in his *A Doll's House* depicts the role of women as subordinate in order to emphasize their role in society. Nora is oppressed by the manipulation from Torvald. Torvald has a very typical relationship with society. He is a

conceited bank manager. With his job arrive many responsibilities. Torvald is very authoritative and puts his appearance, both social and physical, ahead of his wife that he supposedly loves. Torvald is a man who is worried about his reputation and cares little about his wife's feelings.

Nora and Torvald's relationship, from the outside, appears to be happy. Nora is treated like a child in this relationship, but as the drama progresses, she begins to realize how phony her marriage is. Torvald sees Nora's only role as being the subservient and loving wife. He refers to Nora as "my little squirrel", "my little lark", or the spendthrift (*A Doll's House* 24). To him she is only a possession. So, Torvald calls Nora by pet names and speaks down to her because he thinks that she is not intelligent and that she can not think of her own. Whenever she begins to give an opinion, Torvald quickly drops the pet-names and insults her as a woman through comments like- "worries that you couldn't possibly me with" and "Nora, Nora just like a woman" (24). Torvald is typical husband in his society. He denied Nora the right to think and act the way she wished. He required her to act like an imbecile and insisted on the rightness of his view in all matters.

Slowly Nora's character is forced to discontinue her inauthentic role of a doll and seek out her individuality, her new authentic identity. She comes to realize that her whole life has been a lie. She lived her life pretending to be the old Nora, and the changed woman she had become. The illusion of the old Nora continues well after she becomes a new person. When she realizes that responsibilities for her are more important, Nora slams the door on not just Torvald but on everything that happened in her past life. It took time to evolve into a new person, but after she did she became a person who could not stand to be oppressed by Torvald any longer. Nora says that "I've been your wife-doll here; just as at home I was papa's doll-child" (164). Ibsen uses the idea of a 'doll' because a doll always maintains the same look, no matter what the situation is. Moreover, a doll must do whatever the controller wishes it to do. Dolls are also silent and never express opinions or actually accomplish anything without the aid of others. However, this doll is Nora's inauthentic identity.

The Sweet Pain of Freedom: Quest for identity

Nora's authentic identity is in the process of being built while Torvald calls Nora his "little lark", his "little squirrel", and "a child". Nora grows even stronger. It is complete and presented to the readers when Nora stands up to Torvald and does the promise of what he wants. Nora tells Helmer at the end of the play, "I have to try to educate myself, you can't help me with that. I've got to do it alone. And that's why I'm leaving you now" (Ibsen 165). Nora also tells Helmer, "…I'm a human being, no less than you-or anyway I ought to try to become one" (167). She does not tolerate Torvald's haughty tone or allow him to maneuver her any longer. Nora must follow her own convictions now and decide for herself what her life will be in future. Her rebirth has led to her own independence. Another man will never again control her and she is now free of her controlling husband.

Michael Meyers quotation- "The common denominator in many of Ibsen's drama is his interest in individuals struggling for authentic identity in the face of tyrannical social conventions. This conflict often results in his character's being divided between a sense of duty to themselves and their responsibility to others" is applicable to Nora of *A Doll's House*. Nora Helmer is a character who struggles and fights to realize her authentic identity. Her husband Torvald has always created and shaped her identity. Throughout the play Torvald

has used Nora and forced her to act in his own way. Whatever the context, Nora always has acceded with Torvald like a happy little doll that has not got anything to say. Nora ends her doll life by leaving the doll house to learn and discover her own identity. She is no longer a doll under the control of her master. She is no longer a caged bird now and thus she flies for her own hidden life.

Once Nora recognizes the truth about her marriage, she understands that she can no longer stay in the "strange man's house" (Ibsen 173). Is there anything more humiliating to a woman than to live with a stranger, and have children with him? The lie of the marriage institution declares that she shall continue to do so, and the social conception of duty insists that for the sake of that lie she needs to be nothing else than a plaything, a doll, an unknown. So she asserts, "Our home has been nothing but a play-room. I've been your doll-wife here, just as at home I was papa's doll-child" (164). Nora realizes how much she has been wronged, that she is only a doll for Helmer. She also says to him, "you have never loved me. You only thought it is amusing to be in love with me." However, she decides that she has to leave the house. She wants to become independent. When Helmer reminds her about her "holiest duties"; duties as mother and wife, she tells him, "I have another duty equally sacred" (167). Nora wants to be independent, not only to be recognized as a mother and wife. So, when Nora closes the door of the doll's house behind her, she opens a different door of new life for women. She gets no ideas about women's freedom in the family and the society. Now she tries to convey to us that nothing but women's freedom will make a true connection between men and women. That will be the best time without lies, equal opportunities, and without shame.

Unlike Nora, Joan is not a person to be confined in a house for a long time. From the beginning of the play we see her in her own elegance. She is a woman of policy and was rather a woman of blind impulse. She believes in action and likes to execute it as ardently as possible. That is why she, moved by her own imagination, goes on to seek permission from the king to fight against the English troops. She instantly becomes a laughing stock as the king's people find that a woman has come to seek permission for wearing male dress. But she manages to get permission from the king. This shows her extraordinary self-confidence and nationalistic approach. This also shows that people are biased in treating women.

Joan is a strict follower of religion. She says her prayer everyday. But apart from this her religion is all about reason which, of course, is shaped by imagination. Joan herself believes that her 'voice' comes from god, but Shaw argues in his preface to *Saint Joan* that "they never give her any advice that might not have come to her from mother wit exactly as gravitation came to Newton…her dramatic imagination played tricks with her" (Shaw14). When de Baudricourt suggests that Joan's voice comes from her imagination, she actually agrees with him (590), though she does insist that it is God who puts them here. They have been held to prove that she was mad, that she was a liar and impostor, that she was a sorceress (she was burned for this), and finally that she was a saint. They do not prove any of these things; but variety of conclusions reached show how little or matter-of-fact historians know about other people's minds, or even about their own. There are people in the world whose imagination is so vivid that when they have an idea it comes to them as an audible voice. We can see now, especially since the late war threw so many of our women into military life that Joan's campaigning could not have been carried on in petticoats. This was not only because she did a man's work, but because it was morally necessary that sex should be left out of the question in between herself and her comrades-in-arms. She gave this reason

herself when she was pressed on the subject; and the fact that this entirely reasonable necessity came to her imagination first as an order from God believed through the mouth of Saint Catherine does not prove that her dramatic imagination played tricks with her senses. Her policy was also quite sound: nobody disputes that the relief of Orleans, followed up by the coronation at Rheims of the dauphin as a counterblow to the suspicious then current of his legitimacy and consequently of his little, were military and political masterstrokes that saved France.

Conclusion

Despite their vast differences, both of the characters represent as a model of woman emancipator. Though the environment of the dramas is different, both Nora and Joan become vulnerable to the operation of the male oriented society. Nora and Joan both suffer though one is a home-bound character, and the other is a flexible character. Nora suffers at home as she is treated like a doll despite being a human being. On the other hand, Joan suffers as the courtiers term her heretic despite her valiant effort to save her country from the clasp of England. They suffer because they are women. Both of the characters draw our attention more when we see them standing against all sort of dominations. Ibsen and Shaw, through their controversial plays, have an impact upon the subordinate position of the women. By describing this role of women, discussing its effects, and predicting a change in contemporary views, they assured the importance of women's realization of this believed inferiority. Their message is that women should no longer be seen as the shadow of men, but a person in herself, with her own triumphs and tragedies. The exploration of Nora reveals that she is depended upon her husband, and displays no independent standing. Her progression of understanding suggests women's future ability to comprehend their plight. Her state of shock awareness at the end of the play is the representative of the awakening of the society to the changing view of the women. Similarly, Joan has been treated badly because of wearing men's attire and of showing interest to be a warrior. This kind of discrimination cannot bring anything good for the society. And, that is why these two great ladies stood against the corrupt society. Through their revolutionary acts they exert their own existence and identity in the society and thus become role models to all people, especially to women. Thus the last phrase of the book- "miracle of miracles" (Ibsen176) happens and the whole world sees a new light and a new era in the history of women existence, identity, and emergence.

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Inter-Chip Image Communication with Address Event Representation (AER) Protocol Using Natural (Green and Orange) Bio-Spectra in the Humid Subtropics

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S. Alam**

Abstract:

A study was conducted for achieving precision in digital image communication as affected by dimensions and bio-spectra factors in pictures photographed under the sub-tropical humid climate of Bangladesh. The study was done through mathematical simulation integrating computer languages. The work was specially concentrated on the two-dimensional images black and white. The mechanism of effects was selected to transmittance of pixel by the parameters of time elapse and length. The photographed used were taken by a digital mid precision still simple handycam camera in the southern belt of Bangladesh during August having highest humidity and cloud/fog. The results clearly showed that the software developed after intensive exercises became successful in reducing the time of transmittance up to 300 times keeping the inherent quality of picture constant. The computer program is developed here by using MATLAB codes which are found to be most effective in comparison to the results obtained in the other works of very high resolution pictures. It is suggested and recommended that this computer program may be utilized for transferring Inter-chip image Address Event Representation (AER) with significant achievement. However, use of this program may need further precision if diverse and variable colors are used, whose parametric indicators are also made inbuilt in the soft program.

Introduction

The image is a result of event characters captured passing an air distance having humidity and inert materials. The subtropics humid region events are expected to less precision due to these inert materials. Previously a study on the topic was conducted with 2-dimensional controlled captures and simulation models were developed. But here I attempted it to test those models as it responds with natural spectra events. The objectives of the study were to validate the simulation model and to make further precision in the program and processing system.

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This decade has overseen the spectacular rise in Charge Coupled Device (CCD) digital imaging systems. The rapid rise in quality and pixel resolutions have rendered traditional chemical film image processing all but obsolete. The digital imaging field is, however, increasingly looking toward CMOS imaging systems as a method to incorporate processing and imaging onto the same chip. Imaging systems whose purpose is to perform accurate and often beautiful scene capture will tend to use raster scan image extraction methods and perform digital post-processing on the extracted image matrix. Examples of useful processing functions are automatic gain control and image resizing.

The intelligent and machine vision communities, however, are more interested in salient feature extraction than scene capture. The retinomorphic community in particular has been interested in the use of Gabor type filters to extract spatial features with very low power analog processing methods. Signal conditioning also allows for temporal feature extraction. Additionally, imaging scenes with large dynamic ranges have been an additional feature of interest. These processing modalities are inspired by the human visual system and invertebrate visual systems.

Crucial to any imaging system is the method of information extraction. Raster scanning is the preferred extraction method for imaging systems which intend to extract the entire visual scene. The raster scan method scans each pixel of the imaging array in turn, converts the electronic representation of light intensity into a digital signal and forwards the information to the subsequent communication bus. The light intensity is binary encoded, and the pixel positional information is contained within its sequential place in the outbound bit stream. Color imaging systems are slightly more complicated in that output bit streams which will often consist of RGB or YUV color information. In the case of YUV, the Y representation of absolute intensity will often be interlaced with the U and V chromatic channels.

However, for salient feature extraction systems, often only a small proportion of a large array may need to be extracted for each frame. Thus it may be inefficient to extract the entire matrix when only a small proportion is required. Additionally, non-linear imaging arrays such as that required for foveating imaging chips are not suited to the raster scanning approach. Interlaced scans can be used, but that approach might negate the temporal feature extraction benefits of foveation.

In animal visual systems, binary encoding is not possible, and thus feature intensity must be represented in trains of spiking action potentials. The maximum frequency of such spikes is around a kilohertz, and high speed central clocks are not feasible. Thus event based feature representation is preferred. The features are then largely represented by the frequency of spikes, though other potential event based representations have been theorized. The neuromorphic community has thus been interested in replicating this data communicating protocol and in Mahowald et al developed the Address Event Representation AER protocol. It is a communication system which outputs information in the form of events. The information contained in the time between pulses can be read out in three ways:

- Rate coding is carried out by counting the frequency of events in a specific time period. In effect this form is averaging the redundant information over a set of spikes.

- Spike coding times the period between a specific numbers of spikes, thus reducing the redundant information in rate coding.

- Time to First spike sets a starting trigger and measures the time taken to achieve the first spike.

In the case of the human eye, information from 100 million photoreceptors is compressed and passed through the 1 million parallel ganglion cells of the optic nerve. Achieving such connectivity in silicon connectivity is difficult. However, solid state wiring can have much higher bandwidths than the 1-5 kHz maximum spike burst frequencies of wet biological neurons. Thus massive multiplexing of information is possible. Each event is coded with the address of the location outputting the information. Thus, events from many locations can be sent in quick succession.

Without arbitration events could collide resulting in erroneous data output, and data loss. Thus arbitration systems have been developed to arbitrate the extraction of data from 2 dimensional matrices which constitute imaging arrays and other information structures.

However, even in arbitrated address event systems there is only one output bus. Thus when multiple events attempt to exit the matrix simultaneously, a queuing process ensues and information can get distorted. This distortion gets increasingly worse as the information matrix is expanded. To date AER imaging systems have tended to be small; i.e., 16x16 pixels, 32x32 pixels, 64x64 pixels, and 128x128 pixels, and the largest system to date has been 256x256 pixels. In these systems, it can distinguish the output distortion due to the AER system from the processing functions and for this simulations are required.

Previously Culurciello and Andreou performed statistical simulations on the scaling effects on AER systems. Barranco et al also performed statistical techniques to look at the distortion of the intensity histograms. Previous statistical work has additionally highlighted the maximum throughput of the AER bus.

In this work we perform simulations to specifically look at the image distortion effects of the AER system. Two types of simulations have been performed in this project, in one method only one of the requesting pixels is allowed to pass through the AER bus and in the other one all of the pixels requesting simultaneously are kept onto a queue and passed through before the next request arrived. Processing time has been required and an image distortion effect has been evaluated to determine the efficiency of the two systems among themselves as well that with others.

Methods and Materials

The simulation scheme for bit-AER can be seen in Figure 2.1. When pixels request attention, the column arbiter arbitrates between requesting attempts from the columns. This takes time, and there is potential that other pixels might indicate requests in the process. The ability for pixels in the chosen column to request attention is only stopped after the post arbitration handshaking. Thus the arbitration and handshaking delay is considered before the rows of the chosen column are arbitrated. The pixel is then read and reset and a time increment implemented. The simulation scheme for bit-AER can be seen in Figure . In this case, after column arbitration, the column is sent to a latch buffer for row arbitration. In parallel, the column is reset and the arbitration can start anew. As the column must be reset in this operation, the pipelined output column must be completely arbitered or some of the requesting pixels will be dropped. Thus, to maintain signal integrity the row arbiter is cycled until there are no more requesting pixels from the column latch. As this cycling time can take longer time than the column arbitration state it may cause a delay in the next column awaiting output to the latch. This delay is then experienced as post column arbitration. This pipelining is advantageous as it pipelines one arbitration tree. However, it has a distortion problem in that all the pixels in the requesting column are fully reset after transferal to the latch whether they are spiking or not. This means that pixels in half way through their integration process become reset, leading to banding effects.
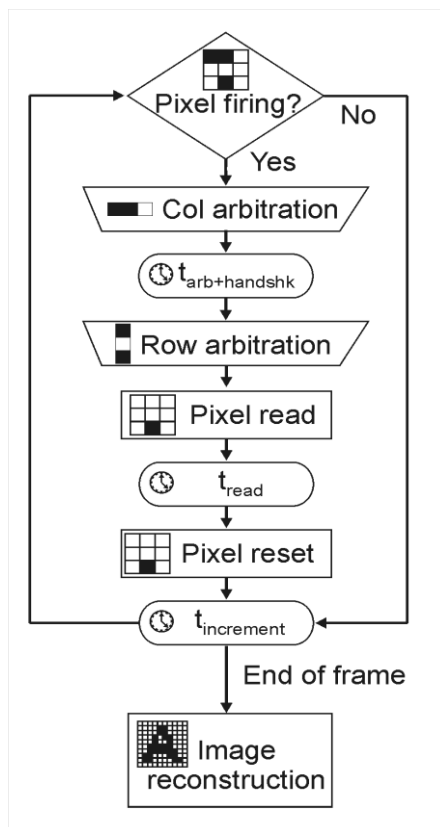
Figure 2.1 the simulation scheme for (non-pipelined) bit AER. Within a single frame the spiking pixels are arbitered for the column and row coordinates. The spiking output is then summed and reconstructed into the output matrix.
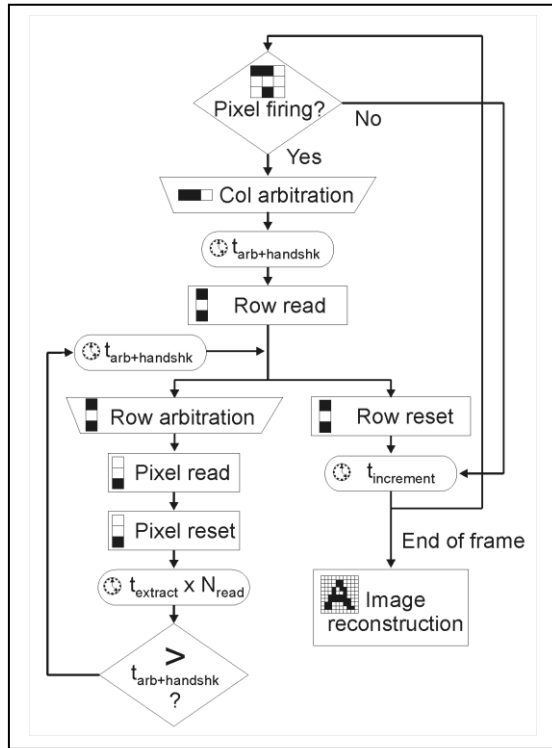
Figure 2.2 The simulation scheme for pipelined bit AER. Within a single frame the spiking pixels are arbitered for the columns. The winning column is sent to a latch for row arbitration. The spiking output is then summed and reconstructed into the output matrix. The simulation scheme for word-AER can be seen in Figure 2.3. In this case, after column arbitration, the column is sent to a latch in a similar fashion to pipelined bit AER. However, at this point the information is sent out via a shift register. The information can then take two forms: As stream of spiking addresses separated in time by those non spiking addresses, or a time based signal with a column address header. In either case the simulation process takes the same form and the row reading delay is dependant on the pixel length of the column.
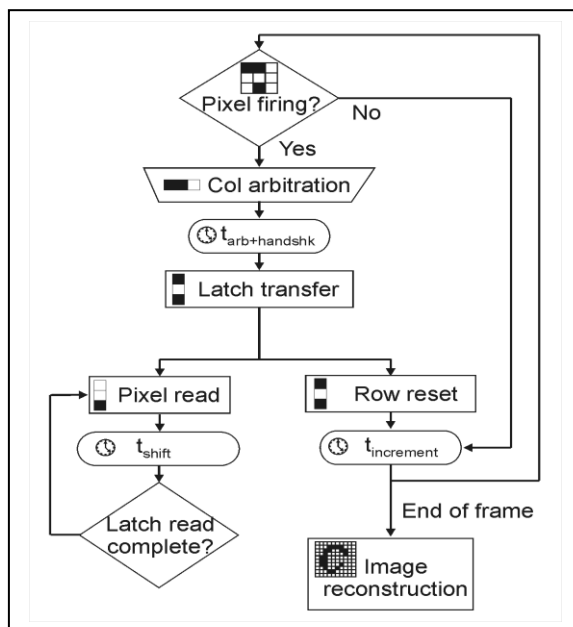
Figure 2.3 The simulation scheme for pipelined word AER. Within a single frame the spiking pixels are arbitered for the columns. The winning column is then sent to a latch and output using a shift register. Information is effectively a hybrid of raster scanning and asynchronous output. The spiking output is then summed and reconstructed into the output matrix. The event materials were taken from the nature having bright and mixed colours in a humidified environment which is expected to distort the event colours in a 2- dimensional way.
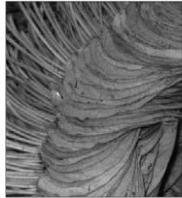
Results and Discussion

The results, mostly the simulation results found from the study, are discussed in this chapter. This chapter presents the simulation results as well as a brief description of the environment in which the simulation has been performed. In measuring the distortions between original and transmitted image a very popular tool 'Euclidean distance' has been used. As a measure of computational complexity the time required in each of the simulations has been recorded.

Performance Criteria:

In evaluation of the performance of the system under consideration two key points are considered. First one is the Signal to Noise Ratio (SNR) and the second one is the time required to perform each simulation. SNR is the ratio of the signal power to noise power. Here the signal power is evaluated by squaring every pixels of the original image and then summing up them. In this system the noise is simply the difference between the original image and the transmitted image. Noise power is then evaluated in the same process as that of signal power but the matrix in this case is the difference matrix.

Simulations:

Simulation with one pixel passes at a time and all the requested pixels at the same time. This experiment is based on the Address Event Representation (AER) protocol and the image for this work used "betelleaf.jpg", "carrot.jpg". During the work at first I have worked on the image transfer with the concept of one by one pixel where the operation takes very long time compared to other process, another one is a simulation which passes all the brighter pixels at a time and also takes the less time. Original images are given bellow. 3D and 2D images are also present.

Original 3D image-betelleaf.jpg	**Original 2D image-betelleaf.jpg**	**Length-500 without simulated of 256x256**	**Length-500 simulated of 256x256**
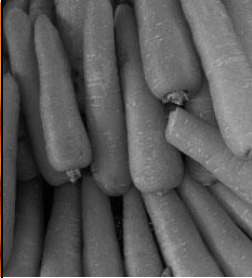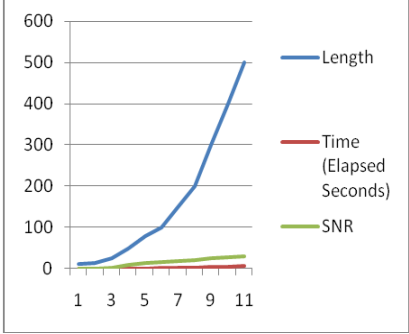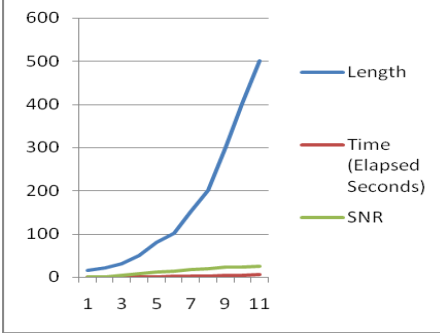
Original 3D image carrotorg.jpg	**Original 2D image carrotorg.jpg**	**Length-500 without simulated of 256x256**	**Length-500 simulated of 256x256**
Simulated image by all requested pixel at a time betelleaf.jpg [256X256]	**Simulated image by all requested pixel at a time Carrot.jpg [256X256]**		

Table-1 [Original images, 2D and 3D images, simulated images, and simulated image reading charts]

Conclusion

This Research work focused on software simulation of Address Event Representation (AER) communication protocol for inter-chip image transfer. The aim of the proposed protocol is to use the communication bandwidth in such an efficient way where the higher bandwidth is dedicated to brighter pixels. Brighter pixels request more frequently than the darker ones and update frequently. Two major methods have been carried out in this simulation. In the first one only one pixel's request is served and the other's requests arriving at the same time are discarded. In the second method at a particular point of time every pixels that are requesting are stored in a queue and passed.

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Evaluation of Levels of Some Water Quality Parameters and Contamination in Waters from Ramna and Rupnagar Lake in Dhaka, Bangladesh

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Abstract

A research work was done on Ramna and Rupnagar Lake water to observe the contamination levels. The level of heavy metals, some anions and some other physical water quality parameters were measured by using Atomic Absorption Spectroscopy (AAS), UV-visible Spectroscopy and Ion Selective Electrode (ISE) with the aid of pre-concentration and dilution method. Heavy metal concentrations were below the detection limit except few locations. High levels of CN^- and PO_4^{3-} were found in water samples. Results obtained were compared among the seasons between the lakes and with previous study including local and global lakes. Results were also compared with the guideline value for drinking water in Bangladesh.

Keywords: Contamination, lake water, toxic elements, detection limit, water pollution, permissible level.

Introduction

Among the planets, our earth is the only habitable one. Components of this planet are continuously being polluted by the anthropogenic activities and sometimes by natural calamities like flood and excessive rainfall. Among the three aspects of environmental pollution; i.e., air, soil and water pollution, water pollution perhaps is the most important one. Fresh lake water supports many life forms, provides recreation and fishing to the communities and it can also be a source of drinking water production by municipal water works during water crisis if necessary. The concentration of water sources and biota is of major concern especially in many industrialized countries because of their toxicity, persistence and bio-accumulative nature. Water pollution may occur largely from industrial activities like irrational dumping of industrial waste into the water bodies; e.g., ponds, lakes, rivers and oceans. Household waste dumped by the city dwellers contributes a great extent to the pollution of urban areas. Ramna and Rupnagar Lakes are two big lakes and great recreation places for the people of Dhaka city. But these lakes have been becoming contaminated due to increasing human activities since last few years. Lots of construction works had also been done during last one decade along the valley of Rupnagar Lake, which had direct influence on the water quality. In addition, frequent floods have been taken place and the polluted water has been mixed up with lake water in recent years. On the other hand, the number of visitors has also been increased in recent years and this mass tourism has also directly affected the quality of water.

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The main objective of this research work was to establish back round levels for Mn, Fe, Zn, Cr, Ni, Co, Cu, Cd, Pb and some anions in lake water and to examine the seasonal variability of trace metal levels in lake waters.

Materials and Methods

Ramna and Rupnagar are two man-made fresh water lakes owned by the City Corporation of Dhaka, located within the residential area of Ramna and Rupnagar respectively. These two lakes were completed mainly for recreational demand. Besides this, these lakes are also the source of protein to some inhabitants.

Lake Water Sampling

At every three months round the year during November 2003 to September 2004, lake water samples were collected into acid washed plastic containers by dipping the containers at 0.5 meter depth from six different definite locations namely RP1, RP2, RP3 of Rupnagar Lake and RuP1, RuP2, RuP3 of Rupnagar Lake. For determination of all parameters, 1L high density polyethylene (HDPE) containers were purchased and washed with detergent and tap water, then soaked in 20% HNO_3 over night, thoroughly washed many times with de-ionized water (DW). After cleaning, the containers were allowed to be dried. Water samples were collected by dipping one liter bottle and 500 ml was separated in another bottle and were preserved in refrigerator after adding 2 ml HNO_3.

Chemicals

All chemicals were of analytical grade. HNO_3 and H_2SO_4 were of annular grade from BDH. Commercially available 1000 mg/L (ICP grade) single element standard solutions (Merck or SPEX) were used in order to prepare the working standards. Standard solutions were freshly prepared from 1000 mg/L stock by dilution with distilled de-ionized water (DDW). DDW was also used in solution and sample preparation. Standard reference materials SRM 1643d (trace elements in water) and SRM 1640 (trace elements in water) from National Institute of Standard and Technology (NIST), USA, were used to check the accuracy and precession of the analytical methods. Prior to analysis samples were digested with 2ml nitric acid and pre-concentrated using a hotplate. The parameters Na, K, Ca, Mg, Pb, Cd, Co, Ni, Cu, Fe, Mn and Zn were measured in the water samples using Flame Atomic Absorption Spectrophotometer. Digested samples were diluted with de-ionized water for Fe, Mn, Zn, Ca, and Mg as required. Except metals other water quality parameters determined were conductivity, pH, chloride, fluoride, cyanide, sulfate and phosphate. Chloride, fluoride and cyanide were measured with ion selective electrode (ISE); sulfate and phosphate were measured by turbidimetric and ascorbic acid method respectively.

Results and Discussion

Table1 and Figure1 show the water quality parameters of Ramna and Rupnagar Lake water during the study period. It is seen from the figure that there was clear seasonal variation in most cases for anions. In addition, changing trend of metals with season was also observed. In some cases highest concentration was found in dry season and other cases in rainy season, pre- or post-rainy season, which indicated that there was no permanent source of contamination and tourist activities might be the main reason. Therefore, it was very

difficult to explain the seasonal variation in some cases and discussion on seasonal variation was made mostly in case of anions.

Inorganic and Physical parameters

pH and Conductivity

pH values in water samples of Ramna and Rupnagar Lake were found 6-7 during the whole study period. Table1 indicates that water samples were near to neutral or slightly acidic in nature. Conductivity ranged from 137µS to 748µS for both lakes.

Cyanide

The concentration of CN^- ranged from 0.08-0.299mgL^{-1} and 0.129-0.872mgL^{-1} for Ramna and Rupnagar Lake respectively. Maximum level of CN^- was observed at Ru2 location in Rupnagar Lake in September and minimum level was observed at RP3 location in Ramna Lake in June. Elevated level of CN^- was found in February and in September and the changing trend was similar for both lake waters. Lots of household drains might be responsible for elevated levels of cyanide in post-rainy season; e.g., September since these are connected to the water bodies. In winter, water level is reduced to some extent as well as the water contents become concentrated and hence elevated level was also found in February. Most lake water samples had CN^- concentration above the drinking water guideline value (0.1mg/L)[5] for Bangladesh which is alarming for human body and even lower level of cyanide exposure for a long period (e.g., after use of <u>cassava</u> roots as a primary food source) results increased blood cyanide levels which can cause weakness and a variety of symptoms including permanent <u>paralysis</u>. So pre-treatment is necessary for using water of these two lakes for drinking purpose.

Fluoride

Maximum (0.26mgL^{-1}) and minimum (0.07mgL^{-1}) F^- level was observed in same Lake of Ramna and in same location at RP2 but in different month; i.e., in November and September respectively. Mean F^- concentration was higher in Ramna Lake. It is seen from Figure1 that fluoride concentration decreased gradually from November to September for both lakes and it might be due to dilution of water during the rainy season. However, mean concentration of fluoride in Ramna and Rupnagar Lake were within the Bangladesh drinking water guideline value (1 mgL^{-1})[5].

Chloride

The concentrations of Cl^- varied from 5.37-21.3mgL^{-1} and 47.1-89.1mgL^{-1} in Ramna and Rupnagar Lake respectively. Observed values were higher than the reported average value (5.3mgL^{-1}) for the Russian Lakes [4] but much lower than the Bangladesh drinking water guideline value which was set at 150-600mgL^{-1}. Maximum level of Cl^- was observed in Rupnagar Lake in February and minimum level was observed in Ramna Lake in September. During winter, the water level was reduced; therefore, the chloride content can become concentrated to some extent. On the other hand, during the rainy season, the water

level was increased, and as a result, chloride concentrations become diluted. Similar seasonal variation was observed for Cl⁻ in both lakes, which is shown in Figure1. Mean Cl⁻ level decreased around two fold in Ramna Lake compared to previous study as shown in Figure2 but slightly increased in Rupnagar Lake (Figure 3).

Sulphate

As it is shown in Figure1, the highest content of sulphate (14.29mgL^{-1}) was observed in Rupnagar Lake in June and the lowest content (1.6mgL^{-1}) was observed in Ramna in November. Mean sulphate concentrations are generally higher (11.2 mgL^{-1}) in Rupnagar Lake than Ramna Lake (3.27 mgL^{-1}) but within the permissible limit (400 mgL^{-1}) which was reported by other author[1]. It is observed in Figure2 and Figure3 that sulphate level has increased significantly in Ramna and Rupnagar Lake in present study as compared to previous study.

Phosphate

The content of phosphate was found in the range of 0.25 – 1.49mgL^{-1} and 0.83 – 9.62mgL^{-1} for Ramna and Rupnagar Lake respectively during the study period. The mean concentration of phosphate of Ramna Lake (0.57mgL^{-1}) was comparable to the level (0.42mgL^{-1}) reported for Tuskegee lakes[2] and maximum value in Gulshan Lake was found near to the corresponding value of Bangladesh drinking water standard (6mg/L). Phosphate level has decreased two times in Ramna Lake and increased about two times in Rupnagar as compared with previous study[6]. Observed mean concentration was higher in Rupnagar Lake than Ramna Lake as seen in Figure1. Increased value for Rupnagar Lake water may be due to excessive use of detergents and phosphate fertilizer used in vegetation and nursery on the bank of the lake.
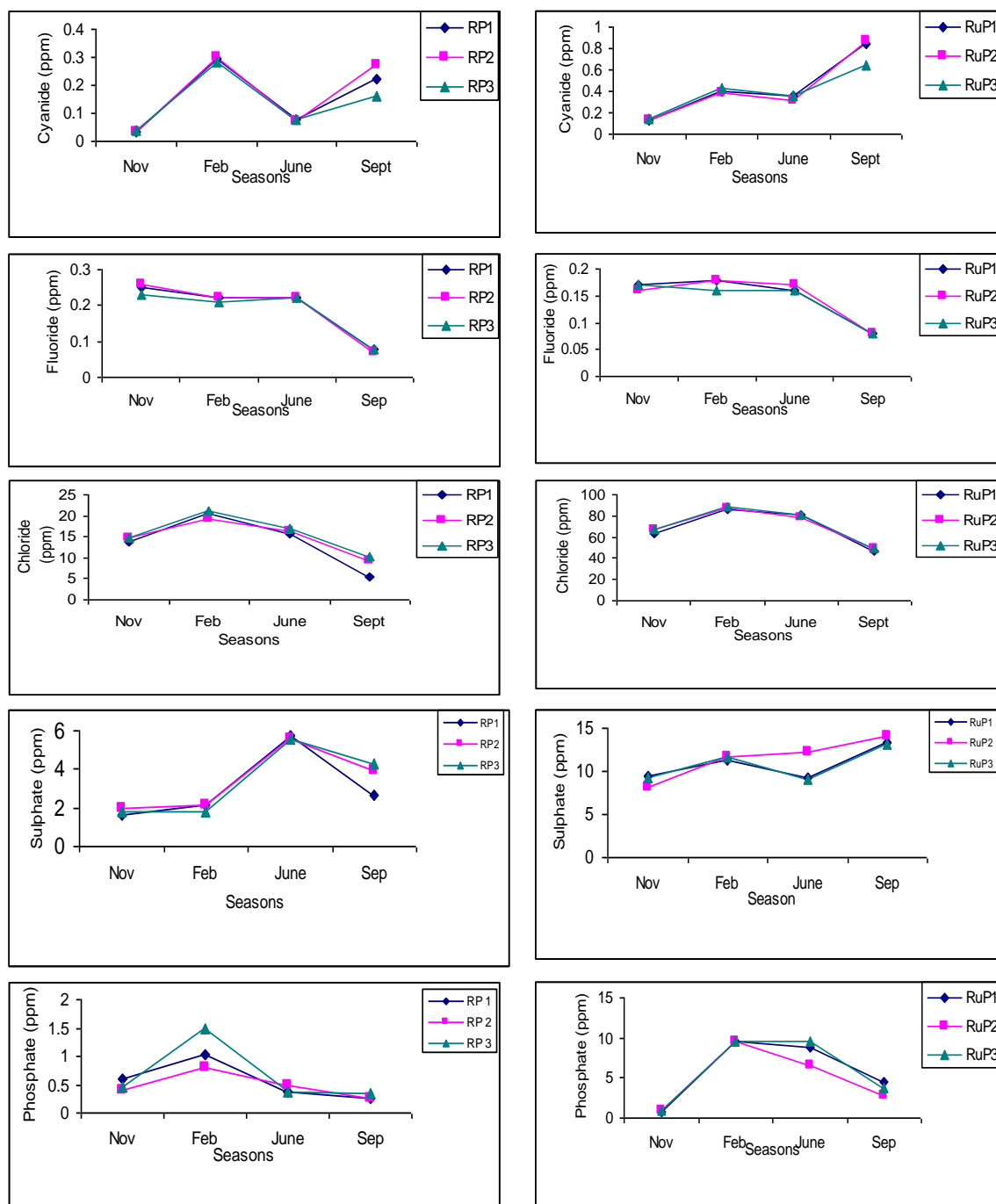
Figure1: Seasonal variation of different anions in water from Ramna and Rupnagar Lake

Metals

Sodium

Levels of Na ranged 1.92-86.90mgL^{-1} and 52.15-100.73mgL^{-1} for Ramna and Rupnagar Lake respectively. Seasonal variation of Na during the study period is shown in Table1. It is seen from the Table1 that there was slight variation in Na concentration among

the seasons and also between the collection points**.** Both the highest and lowest concentrations were observed at location of RP2 but in September and June respectively as seen in Table1. But the average concentration was higher in Rupnagar Lake. Average values of present study for both lakes were higher than the values of the previous study as seen in Figure2 and Figure3. Observed Na concentration was 3.31 ± 0.24 mgL^{-1} in Tuskegee Lake in USA[2] and 3.5 mgL^{-1} in Lake Kola peninsula in Russia [4]. Average values obtained in this study exceeded those values but did not exceed the value of Bangladesh drinking water standard which was set at 200mgL^{-1}.

Potassium

In this study the highest level of K was observed at RP1 location in September and the lowest level was observed at RP3 location in February. But the average concentration was higher in Rupnagar Lake. Mean values of present study for both lakes were two times higher than the values of the previous study as seen in Figure2 and Figure3**.** Observed K level was 2.58mgL^{-1} in Tuskegee Lake [2] in USA and 0.5 mgL^{-1} in Lake Kola peninsula in Russia [4]. Mean value obtained in this study exceeded those values. During all four seasons, except June, for Ramna Lake, the K concentrations were within the drinking water guideline level (12mgL^{-1}) [5]. The level of K in Rupnagar Lake was high but not alarming yet for public health.
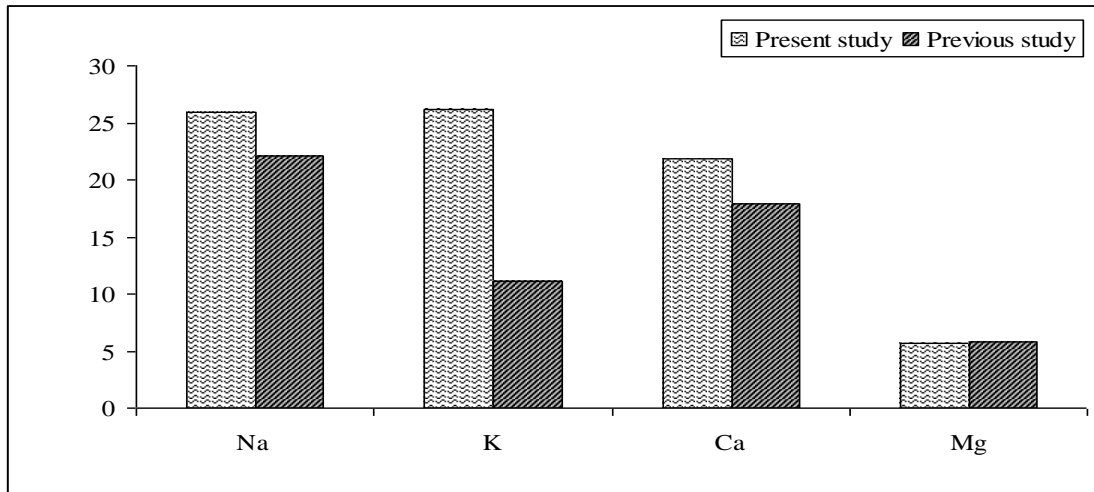
Fig.2: Comparison of some metals between present study and previous study of Ramna lake.
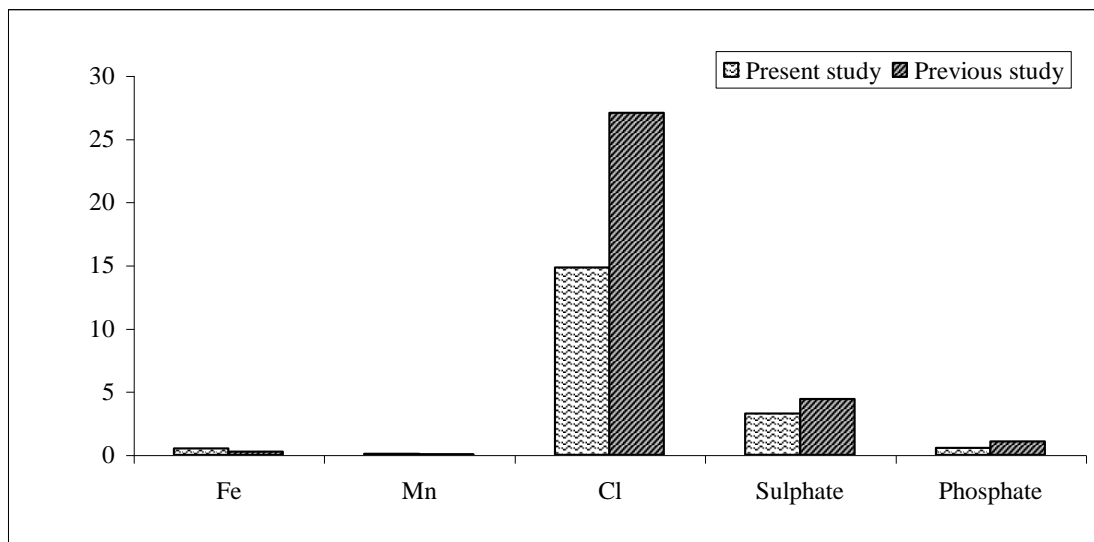
Fig.3: Comparison of some metals and anions between present study and previous study of Ramna lake.

Lake, respectively. Maximum level of Ca was found in Rupnagar Lake at all locations in September and minimum level was observed in February and in June in Ramna Lake. Previous study value of Ca was higher for Rupnagar Lake and lower for Ramna Lake, as seen in Figure3. Drinking water guideline value for Ca is 75 mgL^{-1} and our observed values were within this limit.

Magnesium

Levels of Mg ranged 1.09-16.11mgL^{-1} and 0.69-16.84mgL^{-1} for Ramna and Rupnagar Lake respectively and values were within drinking water guideline value for Mg (30-35mgL^{-1}). Maximum level of Mg was observed in Rupnagar Lake in September and minimum level was observed in the same Lake in November and almost similar seasonal variation was also observed in both lakes. Mg level was almost same in comparison to the previous study (Figure2).

Toxic elements

Toxic elements such as Pb, Cd, Cr, Co, Ni and Cu were below the detection limits in lake water samples except few locations of both lakes throughout the study period. Detection limits for Pb, Cd, Cr, Co, Ni and Cu were found to be 22.05, 3, 6.13, 8.93, 17.36 and 3.89µgL^{-1} respectively. Detection limits of these elements were also below the Bangladesh drinking water standards[5]. Cu was detectable at RuP3 location in Rupnagar Lake in February. Co was found at RuP1 location in February and at RuP2 & RuP3 locations in June and at RuP2 location in September.

Table1: Level of different metals in water samples at different locations of Ramna and Rupnagar Lake:

(Na, K, Ca, Mg, Fe, Mn in ppm and Pb, Cd, Cr, Co, Ni, Cu, Zn in ppb)

Season	Location	Na	K	Ca	Mg	Pb	Cd	Cr	Co	Ni	Cu	Fe	Mn	Zn
Nov	RP1	15.47	12.14	27.1	3.54	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.122	0.084	73.41
	RP2	20.04	27.81	15.81	1.49	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.227	0.084	50.8
	RP3	18.71	23.89	28.22	1.09	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.227	0.071	22.84
	RuP1	52.15	27.02	33.87	4.22	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.948	0.345	50.31
	RuP2	53.63	2624	20.33	0.69	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.897	0.261	81.98
	RuP3	52.16	24.28	32.75	4.09	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	1.78	0.323	62.92
Feb	RP1	20.05	11.36	11.30	3.00	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.604	0.053	134.69
	RP2	27.44	16.86	12.71	3.69	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.535	0.046	39.06
	RP3	17.42	9.64	11.30	3.80	<22.05	<3.00	<6.13	<8.93	<17.96	<3.9	1.33	0.073	48.28
	RuP1	59.97	13.42	33.90	9.45	27.58	<3.00	<6.13	13.31	<17.96	<3.89	0.743	0.326	31.38
	RuP2	65.72	18.58	32.49	8.64	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.708	0.326	42.13
	RuP3	61.95	16.52	33.90	8.52	<22.05	<3.00	15.03	<8.93	<17.96	7.78	0.553	0.456	44.55
June	RP1	3.36	11.30	11.30	6.46	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.615	0.078	5.15
	RP2	1.92	10.73	11.30	2.92	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.439	0.079	3.72
	RP3	7.19	12.99	12.43	6.61	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.475	0.117	5.44
	RuP1	97.37	16.95	20.90	9.53	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.773	0.279	27.20
	RuP2	100.73	19.77	22.59	11.38	<22.05	<3.00	12.61	15.52	<17.96	<3.89	0.808	0.304	36.93
	RuP3	99.29	19.77	22.03	13.68	<22.05	<3.00	<6.13	17.73	<17.96	<3.89	0.896	0.3	30.35
Sept	RP1	47.11	72.99	40.78	9.58	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.288	0.036	43.73
	RP2	86.90	45.62	44.86	16.11	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.432	0.029	80.23
	RP3	45.06	45.62	34.67	10.02	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.81	0.047	41.86
	RuP1	72.86	45.62	61.17	16.84	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.667	0.181	40.25
	RuP2	78.13	45.62	61.17	15.24	<22.05	<3.00	<6.13	14.98	<17.96	<3.89	0.649	0.2189	40.45
	RuP3	74.61	45.62	61.17	15.39	<22.05	<3.00	<6.13	<8.93	<17.96	<3.89	0.847	0.234	40.25

Iron

Levels of Fe varied 0.122-0.810mgL^{-1} and 0.553-1.78mgL^{-1} for Ramna and Rupnagar Lake respectively. The highest level (1.78mgL^{-1}) was observed at RuP2 location in Rupnagar Lake in June and the lowest level (0.122mgL^{-1}) was found at RP3 location in Ramna Lake in November. Average Fe level has increased two times in case of Ramna Lake and four times for Rupnagar Lake as compared to the previous study. Global published values ranged 0.1- 0.28mgL^{-1} [1-3]. Drinking water standard value for Fe is 0.3-1mgL^{-1}. In some locations Fe exceeded this range and presence of iron and steel workshops beside the lakes might be the reason behind it. So, pre-treatment is necessary before using the water of these lakes for drinking purpose.

Manganese

Mn level ranged 0.029-0.117mgL^{-1} and 0.181-0.456mgL^{-1} for Ramna and Rupnagar Lake respectively. Maximum level was observed in Rupnagar Lake and minimum level was in Ramna Lake in November. Mn level increased three times in Ramna Lake but it is still below the drinking water standard value which was set at 0.1mgL^{-1}. Mean Mn level (0.271mgL^{-1}) was higher in Rupnagar Lake than Ramna Lake (0.037mgL^{-1}).

Zinc

The highest and lowest levels of zinc were recorded in February and in June in Ramna Lake. Levels of Zn ranged 3.72-134.69µgL^{-1} and 27.20-81.98µgL^{-1} for Ramna and Rupnagar Lake respectively. In average, Zn level increased three times in Ramna Lake. Level of Zn was 5.5µgL^{-1} and 2.4µgL^{-1} for Tuskegee Lake and Russian Lakes [2, 4] respectively. Observed levels of Zn were higher as compared to reported values but did not exceed the drinking water guideline value which was set at 5mgL^{-1}.

Conclusion

Some lake water quality parameters such as pH, conductivity, concentrations of 13 elements (Na, K, Ca, Mg, Pb, Cd, Cr, Co, Ni, Cu, Fe, Mn, Zn) and 5 anions (F$^-$, Cl$^-$, CN$^-$, SO$_4^{2-}$ and PO$_4^{3-}$) of Ramna and Rupnagar Lake water have been monitored and reported in this study. A clear and similar seasonal variation was observed for K, Ca and for all anions except phosphate in both lakes. The present study indicates that the level of different toxic and essential elements in lake water was within the permissible level in most cases. Although the concentrations were mostly below the established maximum permissible level, a systematic check for toxic elements is recommended due to their potential high toxicity. Fe, Mn, CN$^-$, PO$_4^{3-}$ levels were high in both lakes which indicated the necessity of more extended investigation.

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Acknowledgement

Review and Evaluation of Researches on Urban- Rural Interaction Development of China in the Last Fifteen Years

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Kazi Mohammed Kamal Uddin**

G.M. Azmal Ali   Quaosar***

Abstract:

Urban- rural interaction development refers to the two- way flowing and optimal allocation of capital, labor, material, information and other socio- economic factors in urban- rural space. Urban- rural interaction development has changed one- way flowing pattern of urban- rural socio- economic factors under urban- rural segregation system, promoting urban- rural common development and overall optimization of regional spatial structure. Meanwhile, in the cross- research field of urban geography and rural geography, urban- rural interaction development will also help to widen research system of geography and provide new research framework for constituting a new round of regional planning and urban- rural planning. Therefore, in the process of building new socialism rural areas and harmonious society, it is necessary to carry out theoretic and practical study on urban- rural interaction development. This article summarizes the domestic and foreign research achievements on connotation, mechanism, pattern and way of urban- rural interaction development during the last 15 years, and points out that the current researches might mostly favor qualitative and static aspects, while lacking quantitative and dynamic analysis from perspective of the different spatio- temporal dimensions. Therefore, there are three principal issues urgently needed to be solved in the future: (1) Strengthening the research on basic principles of urban- rural interaction development. Spatial economics theory, system science theory and coordination symbiotic theory may be used to analyze the form, content, structure, function and mechanism of urban- rural interaction development. (2) Strengthening the research on mechanism and rule of spatio- temporal evolvement of urban- rural interaction development. Some mathematical methods may be used: firstly, the Two- stage Nested Theil Decomposition method and Exploring Spatial Data Analysis method may be used to reveal the spatial difference of urban- rural interaction development. Secondly, Wavelet Analysis method may be used to reveal temporal variation characteristic of urban- rural interaction development. Thirdly, Grey Association Analysis method and Granger Cause and Effect Analysis method may be used to reveal the relations between urban- rural interaction development and their driving factors. (3) Strengthening the research on the pattern and optimization countermeasure of urban- rural interaction development in different types of regions.

Key Words*: Urban- Rural Interaction, Association, Regional Planning.*

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1 Introduction

Interactive development of urban and rural areas is the capital, labor, material, information and other socio-economic factors in rural and urban space and two-way flow Optimization. Interaction between urban and rural isolation associated with the development of breakthrough under the system of various socio-economic factors in urban and rural areas. One-way flow between the pattern of urban and rural areas is conducive to the common development and regional spatial structure of the overall optimization. Meanwhile, as urban geography and rural geography of cross-field, interactive development of urban and rural areas of theoretical and empirical studies also help broaden geography system for the new round of regional planning and urban and rural planning to provide new research framework. Therefore, building society new socialist countryside and harmonious society in the process of interaction between urban and rural areas to carry out the development of theoretical and empirical research has important theoretical meaning and practical significance. Based on this study, nearly five years at home and abroad will review the development of urban and rural areas on the main results of interaction, through the Carding of all kinds of literature, attempts to summarize the relevant theoretical results, to identify shortcomings in current research and explore this research area new direction for future development.

2 Review of the development of domestic and international urban-rural interaction

2.1 Implications of the interactive development of urban and rural areas

Princeton for the first time defined the interaction of urban and rural areas and divided into five categories of interaction between urban and rural areas: transport of people, the movement of goods, movement of capital, social transactions, administration and service provision [1]. Gould expressed the urban-rural interaction as "People, goods, technology, money, intelligence and thought in the two-way flow between urban and rural areas," and "the development of these flows is not only a special sign, but also the characteristics of rural and city itself" [2]. Lang Dile is the regional system that is specifically included in the seven categories of rural-urban linkages. That is, material contact, economic ties, population movement to contact, technical contact, social interaction contact, service delivery links; political, administrative and organizational links [3]. It is believed that interaction and association of urban and rural development is the capital, labor, material, information, and socio-economic factors in rural and urban space, which is two-way flow and optimized allocation. It is between urban and rural areas due to social, economic, technological, cultural and other exchange flow and contact. The formation of a spatial association of regional relationships, communication, interaction and relevance of the organic form giant urban and rural areas system.

2.2 The development of the internal mechanism of interaction between urban and rural areas and drivers of

2.2.1 Development of foreign scholars on urban and rural interaction of factors

According to Unwin the changes in rural areas include the implementation of land reform, the privatization of collective and state farms and farmers available sources of diversified income, which means together in the rural areas, is likely to promote the interactive development of urban and rural areas power [4]. George Panyu has the investigation on Pearl River Delta area that the interaction between urban and rural transport development has a huge impact on sound. The development of transport facilities will help the expansion of metropolitan areas and this type of urban expansion focuses on interaction of the population of large area, product migration, rapid land reform, urban and rural characteristics of the increasingly integrated, point-like and ribbon for the characteristic form of the trade development [5].T. pfer policy regime that is the interaction between urban and rural development constraints, government departments, private enterprises and policy framework for community will influence the development, thereby affecting the rural-urban linkages [6]. Gelan CGE model studied by urban and rural areas of structural changes in trade openness and the impact of overall economic growth, simulation results show that the liberalization of trade between urban and rural areas contributes to the development of urban and rural interaction [7].

2.2.2 Domestic scholars of urban and rural motive power of interaction

Many scholars believe that the domestic, urban and rural interaction is the central dynamic mechanism of the development of the city's centripetal force and centrifugal force; township enterprises industry development and rural industrialization; small towns and rural urbanization; agricultural industrialization and modernization [10, 14].

Wu Wei on his theory stated that the linkage of urban and rural elements is the market and start of the integration of urban and rural infrastructure is also a driving force for interaction between urban and rural areas [15]. To ZHANG An-lu, diffusion capacity from the top-down mechanism (the driving force of nation-building, the driving force of development zones, the convergence of downtown, spread of fire and force, the city and the suburbs of modern enterprises associated power), the gathering force of bottom-up mechanisms (to promote rural force, the pull of the city around the city-planning of the affinity), the driving force of foreign capital into the mechanism and the mechanism of natural ecosystem dynamics are the four aspects of the mechanism of interaction between urban and rural areas [16]. Luo Yali and other stated urban and rural integration and policy analyses of the relationship between the systems that integration of all aspects of the urban and rural areas to achieve either directly or indirectly is dependent on the support of the relevant policies and systems. Institutional factor is a core element of the integrated development of urban and rural areas [17]. Population ecology such as the introduction of music in light of the symbiotic theory, the urban and rural areas as the complex relationship between the two eco-organic population, both through the analysis of the symbiotic unit, symbiosis mode, the environment and symbiotic interface, from a new point of view, it

should be forwarded the development of the operation of the mechanism of interaction between urban and rural areas [18]. Pei-Yi by high foreign cities of a comparative study summarizes the three laws of urbanization (urban fusion law of gravitation, village fission thrust law, urban culture mingpu and the rate of acceleration law), that these three laws are urban expansion, rural transformation, the dynamic mechanism of the common prosperity of urban and rural areas [19].

2.3 Interactive mode in urban and rural areas

2.3.1 Scholars of urban and rural development model of interaction

(1) Urban - Industrial oriented model

The model first proposed by Lewis and subsequently by Ranis - Fei Han added further improvement. Angle from the rural-urban linkages of view, the model advocated in the modern industrial city as the main national economic development, through the modern capital city doctrine subsistence sector (mainly in the agricultural sector) resources (mainly labor resources) absorbed into the urban industrial sector. Through wages unchanged, capital formation and technological progress results directly contributed to the improvement of the profit share of national income. These points continuing to increase profits for reinvestment, making the development process constant, until the surplus labor in rural areas resource development and the use are completed [20]. This model is the main emphasis on rural-urban linkages city, that development can only be from the city or less number of leading industry began, and then guided through natural means or method of the system in space or agricultural spread to other sectors village area, and finally to space system into equilibrium.

(2) The mode of development of small towns

This model emphasizes the development of small towns in rural areas to small towns such as nodes that links urban and rural areas. Friedman and Douglas proposed urban development model of agriculture, the core is to emphasize the rural-urban linkages through the rational establishment of a nationwide balanced economic and social development of the new pattern. Theyhave already proposed a management level in rural areas (50,000 to 15 million people, equivalent to China's county-level) and focused on the development of the agricultural town; on the one hand to spread the over-concentration in large cities in the planning and the right machine structure, and on the other hand for the benefit of rural residents with a place of their own development [20]. Lang Dile in that top-down or bottom-up development is not very effective development plan. He believes that governments of developing countries to both accesses to social and regional aspects of the overall development of their investments should be dispersed geographically. This requires a complete, decentralized urban system in order to the survival for the people in the entire country or region to provide access to markets and opportunities for a variety of services [3]. Mr. Fei Xiaotong, China's scholar, recognizes that township enterprises and construction of small towns, urban and rural are efficiently significant. The emergence of township enterprises to break the isolation of the closure of rural and urban state, urban and rural elements of township enterprises in rural areas with the continuous development can be

achieved between the two major social nobilities and mutual re-mix between urban and rural areas in order to achieve the coordinated development of the industry.

(3) Urban and rural network development model

Chinese scholar Ju have first proposed a new mode of development of urban and rural network. He believes that urban and rural network is contemporally different between urban and rural areas. A sort kind of economic entities of the association constitute an ordered system and its operation process and through this process a unique network effect of network organization functions can be obtained. Urban and rural network development between urban and rural areas aimed at a certain area network facilities, industry, internal relations, smooth flow of elements, functional organization constitute maintenance of city, town, village symbiosis network space conveniently. Urban and rural network development must meet the conditions in several areas: network facilities, that is high quality, high efficiency, the city of communication between the various productive rural life and service infrastructure; cities, urban-rural and regional links between the industry level expanded to form a multi-cycle links to the industrial structure of urban and rural clusters; elements of smooth flow, that flow in urban and rural elements. Market mechanisms and government action under the common trend of rationalization and standardization; organizational functions continue to improve, that is, between urban and rural groups. The Network Organization has the initiative role of the richness of the content and organization of the organizational relationship of equality and so on [22].

(4) Integrated rural development

Many scholars put forward this model, such as Todaro believes that agriculture in developing countries is mainly due to the relatively backward one-sided emphasis on the urban sector investment, neglect of the agricultural sector. He proposed a series of policies to develop rural suggestions: to strengthen the integrated rural development and integrated building; narrow the differences between urban and rural employment opportunities; reform the education system, transfer the whole educational structure. Si Duoer and Taylor believed that top-bottom links to the uneven development between urban and rural areas. Urban and rural consequences reasonably contact must be based on people's basic requirements and bottom-up development is directly facing poverty. Therefore, these researchers suggested that all the top-down development policy should come from the most basic requirements of the residents; government's main tasks and policies should be directly to face the problem of poverty, and from the grass-roots solutions to control and make decision. The center of urban and rural development should be rural development policy to give greater autonomy in rural areas, amendments to the price system, drum encourage rural exports, infrastructure in rural areas reconstruction [23]. Shenghai Si and 埃尔森汉斯 proposed "from the center of development" theory, since the mind refers to a process of local development of productive forces, mainly in the local social, economic and technological conditions, as long as possible rely on intensive development and utilization of local resources, and minimize dependence on outside the region, directly meet the local population's basic needs. Johnson proposed a "village-style development within the source" theory that the outlying areas of their countries

are not caused by poverty attachment, but because of poverty caused by attachment. Regional self-reliance of the rural economy should be established as little as possible and the city economic situation of contact. He also proposed the "City-building plan" that requires a regional economic development from the commercialization of agriculture to the process of establishing network of small towns. Small towns should establish some appropriate rural industries to increase the investment of urban and rural infrastructure capital, thereby increasing agricultural production and trade surplus to obtain the economic development of rural areas [22].

(5) Urban and rural development model

Saint-Simon, Fourier and Owen believe that a harmonious society has no difference between urban and rural areas and urban and rural opposition, the city does not dominate rural areas, villages are not a vassal of the city, the two are equal [24]. Early Western Town city attaches great importance to theoretical study of urban and rural integrated development experts, representative of academic experts, the famous American city Mountford. He Said: "City and rural, can not completely separate; city and township, are equally important; City and Township should be organically combined. If you ask city and rural areas which is more important, it should be said of the natural environment is more important than the artificial environment." [25]

McKee urban-rural integration in Asia development model that the traditional differences between urban and rural areas gradually blurred, and the organizational structure in the region there is a unique Geographical types, namely, agricultural activities and non-agricultural activities coexist together as features. He used "desakota" to summarize these special areas the space domain model generation process. "Desakota" means urban-rural integration, which occured in the same area same city at the same time urban and rural nature of the production with dual behavior [26].

2.3.2 Domestic scholars in different regions of China developed mode of interaction between urban and rural areas

Earliest interaction of different types of development in urban and rural areas was shown by the scholars Zhou Shulian and Guo Kesha [27]. They distinguished between urban and rural industrial and agricultural development, agricultural labor mobility, the process of rural urbanization, urban-rural income gap and consumption. And also measure the changes in the level of economic relations between urban and rural areas in terms of the development process and characteristics of the overall investigation and through a typical case study on China's developed areas, moderately developed areas and underdeveloped economic relations between urban and rural areas were compared. The development of different regions and characteristics of the process put forward to promote the coordinated development of economic relations between urban and rural areas of policy recommendations. There are various scholars in different parts of the development of the facts from the paper put forward a different model of development:

1. Eastern Region Urban Interactive Mode:

Through empirical research Liu Weixin from southern region found that the urban-rural integration "trinity" of development. He believed that this content development model was in the small town construction, focused on opening up "industrial area" would be the adjustment and reform of township enterprises, concentrated in the area to address the "village smoke" and the pollution problem and the employees of township enterprises got move from small town for living and encouraged farmers not to leave their homes for urban residents. At the same time, they will be too close to villages, through a unified plan for cooperation. And, the homestead Yutian returns to increase the cultivated area [28]. By Wong Wai Hung status and the Pearl River Delta development of urban and rural analysis of the characteristics that the Pearl River Delta integration of urban and rural Chain of beads should be taken to the ring pattern, shaped by the complex of the three axes of the main ring, three small auxiliary ring axis and the axis of the nine radiation structure as to form a skeleton of the Pearl River Delta and the urban and rural economic development urban axis chain, in order to stimulate the development of its surrounding areas [29].Yao, who seek such on the Yangtze River Delta and the Lower Rhine region were compared with urban-rural integration model that the Yangtze River Delta economically developed regions should learn from Germany Rhine - Ruhr area development model, breaking the barriers of administrative division, long considered a comprehensive River Delta regions, the overall interest of the town, build regional integrated model of sustainable development in urban and rural areas. The main content of this Model in urbanized areas is to establish the overall strategic planning of urban and rural (or regional planning) areas, considering the resources development and utilization, urban layout, population movements, community building, road network systems, public facilities and security systems and agricultural ecological environment, fields of water conservancy construction planning, so that there is a rational development of various planning and coordination integrating into an overall arrangement [30]. Regarding urban and rural areas of the eastern region on the interactive model of development, there are still many scholars who have studied about this. Zhu Lixia, such as [31] from Zhejiang Jiangsu Province, Ningbo City, developed model and Countermeasures for the Metropolitan area of coordinated urban and rural China, Tang Xi Wen and Peng [32] Coordinated the development of urban and rural areas of Zhuhai City study, Xie Fei [33] contributed on the development of Suzhou Model of Labeling in [34] Wenling of Zhejiang Province under urban and rural integration of research.

2. Through the process of Ningguo empirical analysis the level of the central region of space the county's urban and rural development general path is the "two innovations" to bring "three narrow" that is, through private and local government system innovation, reduce the urban-rural space for poor, income poor and the concept of poor, urban and rural areas gradually blending the new unified form of economic and social county [35]. Zhang Fuming and other geographical pattern of urbanization in Shanxi province analyzed that the key to the model city of Shanxi Province, the city areas, industrial and mining areas domain, the transport hub and the hinterland areas, poverty-stricken areas, the traditional five regional model of agricultural areas [36].

3. West Interactive Mode in Urban and Rural Ju Xin was that the fragile ecological environment in western China, poor infrastructure, urbanization is still in its infancy, due to the urbanization of the western region development model reasonably should be urban network development model. The model and the focus of the Western development adapt; and the Western Gateway linking of urban poor to adapt to reality; and urban

development trends and new ideas of new phase adaptation. Western town's network development should be focused like corridor-type development model of urban networks and regional urban network development model [37]. Bai, Yongxiu and others found that the urban and rural level in Shaanxi Province was discriminated like the 11 cities of Shaanxi, urban and rural area linked degree was divided into urban and rural type (well-being, Shangluo, Weinan, Hanzhong and Xianyang), collaborative radiation type (Yan'an, Yangling Demonstration Tongchuan and Area) and very nuclear-led (Xi'an, Baoji, and Yulin) categories that linked rural and urban development of cities, should focus on the integration of urban and rural areas. The population to urban areas to attract external focus, the rural population to the local cities or towns; collaborative development of radial diffusion of the city should be the city rural integration, about the first large cities to spend the urban population of high proper migration to the cities collaborative radiation; polar nucleid cities should be the center of economic development of integrated regional development, urban growth poles that improve the function level, in the region by radiation and further capacity to promote the formation of an urban complex, urban areas or large metropolitan areas [38].

4. North-East Urban Interactive Model

Yan Gang a Housing specialist suggested the economic structure, income and consumption, urban scale structure and social development level, the deep sub- analysis of the reform and opening up of urban and rural structure in Northeast China and the dynamic mechanism of evolution proposed urban and rural development in Northeast Models and strategies that cities should revitalize the old industrial base and the opportunity to take a new road to industrialization, speed up its elements, the spread of industries and functions and integration, promote economic development in suburban, urban and rural development, urbanization, building area. East West wings and the vast remote areas north of the city, geographically natural and economic background of the special geography, should make them into an economic characteristic of the province. It was the center of the economy, promoting industrial and population concentration, to play its regional economic development and urbanization.The role of growth poles; small towns to develop township enterprises and private economy, comparative advantages and local government characteristics, so as for rural economic and cultural center; rural areas to strengthen the institutional innovation, conservation of the rural economy, a solid foundation for development [39].

2.4 Urban and Rural Development Realization Interaction

CHEN Wen and Wu found the materials that the coordinated development of urban and rural areas was the fundamental way to speed up the urbanization process. The accelerated urbanization process can promote a large number of rural surplus labor transfer, adjustment of rural industrial structure and reduce the urban-rural divide [40]. So that Chiang Li suggested that the rural urbanization is conducive to optimal allocation of economic resources and economic development in a virtuous cycle, which promote to rural economic development, speed up agricultural correct choice of the village modernization [41]. Ju Xin was that the urban and rural cultural integration is associated with urbanization in the urban and rural areas based on the deep technology and development, refers to contact with urban

culture and rural culture, melting, absorption, one tends to reconcile the process of urbanization reflects the process of urban and rural residents to share the fundamental goal of civilization, and promoting interaction between urban and rural development [42]. Xu Daming and others find the information was to promote the development of an effective way of urban and rural interaction. Information to promote the coordination linkage of urban and rural economic development, the spatial structure reorganization; promoted suburbanization process and the rational flow of rural workers; enhance the integration of urban and rural areas and urban and rural ideas text of the innovation; urban and rural regions of ecosystem sustainability and control enhancements, which will be conducive to the development of urban-rural interaction [43]. Chen Po said about the Government's role in the development of urban and rural interaction. He considered that the integration of resources in urban and rural areas for the docking of a great was as in the following areas: scientific planning, with the city of the ways to promote fusion of urban and rural resources; system supply, get rid of capital source docking system and mechanism barriers; propagated carrier, the rapid formation and the combined effect of amplification of resources; increase investment, the implementation of cities, rural industrial agriculture feeding; careful organization, the establishment of resource integration in the transmission mechanism and the market system [44].

2.5 Urban and Rural Development of the new trend of interactive

2.5.1 Development of Urban and Rural Interaction Overseas New Trend

In recent years, foreign government departments and the interaction between rural and urban theorists attach great importance to the development of research and there have been two Dah Sing trend. First, the interaction between urban and rural development and sustainable development linked to research. Second, the proposed mutual assistance in urban and rural areas of developing countries concept. Takeuchi and other Japanese scholars [45] stated that the interaction between urban and rural areas of rural development will help restore the natural landscape, to make sure that sustainable logistics can be guaranteed, which was proposed in the urban fringe, rural areas and the edge of the typical build eco-village vision. In the 2nd FIG Regional Development Conference held in Marrakesh, Morocco in December 2003, the interaction between urban and rural development and the relationship between sustainable developments caused great concern. FIG President Professor Mei in his speech 2015 delivered an estimated 90% of population will live in cities and along with rapid urbanization, urban poverty will increase, which would be detrimental to sustainable development. Interactive development of urban and rural areas will help address sustainable development problems. This must be regional planning, physical planning, land administration policies and land use, land resource management, spatial information management, GIS and spatial data infrastructure, urban and rural areas and conflict resolution, Urban and Rural Development, (Agenda 21) the theme of capacity-building attention [46]. In May 2005 in the northern city of Snopo in Poland, special group of senior officials at the 22nd meeting agreed that sustainable development can not be confined to the city area, only the city and outlying areas as an interrelated whole, as the real meaning of sustainable development. City with balanced and interrelated rural development will continue

to update the sustainable production, consumption and lifestyle to provide a basis [47]. Developing urban and rural mutual aid (urban-rural partnership) the concept has also received increasing attention. The Kentachy committee (France, 2000) members agreed that urban and rural mutual aid can make prosperity and economic health of the running rail road is conducive to regional quality of life improvement and sustainable development. Urban and rural planning includes mutual trade between urban and rural areas, information, market and the education of mutual cooperation and interdependence [48]. From 2000 to 2002, by the Finland Rural Policy Committee of the Information, Christer Bengs European Spatial Planning, and chaired professor of research projects on regional and urban-rural solidarity were studied. The project aims to analyze the policy objectives of urban and rural mutual aid and European spatial planning research projects, and Finland on the international urban and rural areas mutual assistance, particularly with regard to the needs of rural policy discussion in Finland linked mutual evaluation of the Finland study of urban and rural areas development projects, mutual assistance policies for the overall evaluation of urban and rural areas on preparation [49, 50].

2.5.2 Development of China's new urban and rural areas interaction

In recent years, interactive development of urban and rural areas is the new trend of research scholars began to shift from the theoretical to the empirical. Lei et al [51] has used principal component analysis, associated with the development of China's regional urban-rural situation, revealing the area from the macro level associated with the development of urban and rural differences in the domain. War Jin Yan et al [52] uses the gray relational analysis to construct infrastructure and integrated urban and rural China of the correlation analysis of integration of regional infrastructure and rural and urban levels were associated with the development of quantitative analysis. War Jin Yan et al [53] has ued the canonical correlation analysis, construct infrastructure and urban and rural areas of Ankang City, Ecological and Economic system coupling analysis model analyzed the mechanism of interaction between the two. Lurgi [54] used the Factor Analysis and ARCGIS for spatial analysis in Chongqing City for rural development systems analysis. Li Zhiqiang et al [55] used fuzzy clustering analysis, stating that urban and rural areas of central and eastern areas of water levels were classified and compared. Zhu Yun Wei et al [56] used the method of cointegration test, Granger causality analysis and pulse analysis of side method for urban and rural economic development in Zhejiang interaction between an empirical analysis. Li Yueyun [57] from the co-ordination between urban and rural areas, the City Town planning and urban and rural development co-ordinate elements of the three aspects of the design of the evaluation index system, using the analytic hierarchy process, urban and rural areas of Nanjing co-ordinate a comprehensive evaluation of the level. Zhang Shumin, etc. [58] was constructed a theory using a set of objective weighting to reflect the regional urban-rural relations and degree of development of the evaluation index system and evaluation with the value of comprehensive evaluation index system - urban and rural areas in Shandong correlation province l7 cities of the state of urban and rural development in 2001 static evaluation. Xiu Chun Liang et al [60] were selected Dalian, Changchun and Baicheng of investigating object, using an integrated index of northeast metropolitan areas within the

coastal, central and western metropolitan area medium-sized cities integration of urban and rural areas were studied.

3. Comments on domestic development and urban-rural interaction

By the interaction of urban and rural development of the internal mechanisms and drivers of domestic and foreign scholars from the reform, foreign trade, township enterprises industry and the development of small towns, rural industrialization, infrastructure development and other aspects of the analysis in detail, but the limitations is that these studies did not fully summarize the development of the internal factors of urban and rural interaction, ignoring the number of non-institutional factors (such as history, culture, ideology, etc.) on a country or region affected the development of urban and rural interaction, and these studies only limited to the qualitative level, the lack of the quantitative aspect of the interactive development of urban and rural areas and their drivers of the coupling mechanism. From the interactive mode of development on the urban and rural areas, we believe that the city - industry-led model and integrated rural development model, only emphasis on urban or rural development, while ignoring the rural-urban linkages. From the inherent law of development of productive forces of view, urban and rural economic development system itself is a dissipative structure, openness, and association is the basic characteristics of the system. Therefore, these two models are contrary to custom law concept of economic operation. Urban-rural integration is associated with highly developed productive forces, and it is established between industry and agriculture bases formed a good interaction and dependencies. Therefore, the urban and rural development practices in China in terms of urban and rural areas, only an idealized model, in which china is not suited to the development stage of urbanization, worthwhile to promote the small towns and urban development model rural network development. Both models are for the rural-urban linkages and provide a vehicle platform, the double benefit of urban and rural elements to the exchange and optimization. Different scholars' views about urban and rural areas for the development of different types of special sign and dynamic mechanism for the development of different regions of the mode of interaction between urban and rural areas are discussed. But the downside is, the academic community on the East department of developed areas of urban and rural areas are more interactive mode of development, but too few studies on the central and western regions; from the macro level of the three urban and rural areas are more interactive mode of development, and from micro-level of interaction between provincial and county development patterns of urban and rural research. Lack of research is another problem, levels from the law of qualitative summary of the article, more quantitative level from the empirical study of urban and rural areas did not found. Interactive model of the development of articles less than normal will be our future efforts. On the realization of interactive development of urban and rural ways of scholars from the cities, rural towns, cultural integration, information technology, government, the role of the different perspectives, to promote interaction between urban and rural development in many ways, these studies help to promote realistic level improvement of relations between urban and rural areas. But the downside is that these approaches and measures only from the macro level, the realization of interactive development of urban and rural areas way, it is not suitable for interactive development of urban and rural areas in different regions to explore

ways to optimize. Interaction on the new trends of urban and rural areas, not difficult to find, the current interaction between the urban and rural development has become a leader to carry out empirical research the new direction of regional development, but the downside is that: (1) Construction of scholars in the evaluation index system only focus on certain indicators operability but ignored the scientific and systematic, and some indicators of urban and rural elements cannot describe the interaction between scientific trend. (2) Evaluation of selected scholars are often too single, and old, given the existence of each of the limitations of evaluation methods. Therefore, this study after using a variety of evaluation methods is necessary for the development of a comprehensive evaluation of urban and rural interaction. (3) A typical case of developed areas research into the area more, for less developed areas and backward areas of empirical research is also relatively lacking.

4. Conclusion and Policy Implications

Urban and rural development through the interaction and association of capital, labor, material, information and other socio-economic factors in rural and urban space, up to the flow of the formation of a spatial association of regional relations. Therefore, the development of urban and rural areas is a complex interactive system of engineering. It needs to combine qualitative and quantitative analysis, the combination of static and dynamic analysis, the combination of macro and micro analysis. Built on existing one, on the basis of the future, there is urgent need to explore in depth the following questions: (1) strengthen the interaction between urban and rural areas development interpretation of the basic principles of the system. We may use spatial economic theory, system theory, society transfer symbiosis theory, urban and rural interaction theory, in the form of interactive development of urban and rural areas, content, structure, function, effect and for internal and external system with a mechanism for resolution. (2) To enhance the development of space-time evolution of urban and rural interaction, mechanisms and laws of the analysis can be used as follows: ① The Seal (Theil) coefficient of the second nested decomposition and exploratory spatial data analysis (ESDA) methods on the development of urban and rural differences in interaction analysis of spatial scale, to reveal the interaction between urban and rural development, spatial variation and distribution. ② Using wavelet analysis, interactive development of urban and rural differences in time scale analysis, to reveal the interaction between urban and rural development in the time scale changes characteristics. ③ Construction of the gray relational analysis and its driving factors of urban and rural interaction between the development of Grey model, and Lattice Granger (Granger) causality test method to reveal the impact of the development of space-time interaction between urban and rural areas as the main driver of factors and their association with the relationship between urban and rural development. (3) Depth of interaction of different types of urban and rural area development model and the optimization of the countermeasures should be focused. Depending on the type area domain characteristics and interactive development of urban and rural drivers the difference, through the case study area conducted a questionnaire, interviews and field research, urban and rural areas of different types of development pattern and optimize the interaction depth study of countermeasures.

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The Changing Level and Composition of Labour Demand and Labour Supply in Bangladesh

Md. Shahjahan *

Abstract:

Bangladesh is a poor country with large number of its population. Labour demand, labour supply, wage rate, unemployment and underemployment are significant problems in the country which are more related to labour market. Labour market means the supply of, and demand for, human resources in relation to a particular industry, area, or economy. The general objective of this research is to understand about the present labour market condition in Bangladesh. For that it is tried to analyze and provide information about the overall condition of labour market, the changing level and composition of labour supply and demand in Bangladesh. This research is exploratory in nature and only secondary data sources were used for it. It is observed that in the year 1985-1986 a large number of female worker entered into the labour force premises because of the flourishing garments sector and development of new dimensions and changes in the social norms and attitudes which has created the opportunity for a large number of female to look for jobs. The difference between the rural and urban labour force was about 17.9 million. One of the main reasons for entering is the change in job structure in the economy. The labour demand was highest in agricultural, forestry and fishery and lowest in Mining and Quarrying and Power, Gas and Water.]

1. Introduction

1.1. Background:

Bangladesh is a poor country with large number of its population. Labour demand, labour supply, wage rate, unemployment and underemployment are significant problems in the country. Unemployment and wages causes a great deal of social distress and concern; as a result, the causes and consequences of unemployment and wages have received the most attention in macroeconomic theory. With the growth and expansion of factories and industries in the subcontinent beginning in the mid-nineteenth century, new avenues for employment were created, resulting in a gradual migration of the labour force from rural areas to mills and factories located primarily in urban areas. At that time, in the absence of any state control or organization of the workers, the employers were less concerned about the needs of their employees; the work hours were too long, wages much below the subsistence level, and the workers' employment conditions were unsatisfactory. In this situation economist became more concern about the labour market and labour economics.

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Labour market (market for workers) means the supply of, and demand for, human resources in relation to a particular industry, area, or economy. A market exists whenever there is a good or service for which there are buyers (demanders) and sellers (suppliers) who engage in manuals exchange or trade of the item. This exchange or trade is typically consummated when there is common agreement on the price per unit that the buyer must pay the seller.

This Paper will provide understanding about different outcomes of labour market such as the changing level and composition of labour supply with rural & urban, the changing level and composition of labour demand with male & female**.**

1.2. Objectives of the research:

1.2.1. General Objective:

The general objective of this paper is to understand about the present labour market condition in Bangladesh.

1.2.2 Specific Objectives:

The specific objectives of this paper are:

- To understand about the overall condition of labour market in Bangladesh.

- To identify the changing level and composition of labour supply in Bangladesh.

- To get an idea about the Changing Level and Composition of Labour Demand in Bangladesh.

- To identify the change in the Level and Composition of Unemployment in Bangladesh.

1.3 Scope of the Report:

The scope of the report is confined to Bangladesh. It was tried to get recent information about the labour market in Bangladesh. But there is no sufficient and recent data available to the researchers because of unavailability of structured literature about this topic. The data that was found from Bangladesh Bureau of Statistics (BBS) were up to 2005-2006. So it was no possible for us to analyze and interpret the data after that. In labour market data, there is a vital problem regarding the age of labour force that was considered. So for proper analysis we have considered the labour age as 15years and over.

1.4 Methodology:

1.4.1. Type of Research:

This research is exploratory in nature and it administered by collecting only secondary data.

1.4.2. Sources of data:

Only secondary sources are used for data collection. Because it is an exploratory research and it is very difficult and requires a huge amount of budget to collect primary information. Data have been collected from Finance Division, *Ministry of Finance*, Government of the People's Republic of Bangladesh, January 2009 & Bangladesh Bureau of Statistics, Government of the People's Republic of Bangladesh, January 2010.

1.4.3. Analysis and reporting

Data variable were coding and tabulated manually in Microsoft Excel for the purpose of analysis. Tabulation was done by the help of computer; tables were prepared for the analysis of the data.

For analyzing the data, we use the following computer software:

- Microsoft Excel

1.5. Limitations:

- Unavailability of required recent secondary data in this area.

- Lack of time and budget to get primary information.

- Lack of available previous research works in this area for designing the research.

2. Theoretical Aspect

Labour market is a vital issue for the economy of Bangladesh because of its relationship to unemployment which is the most important problem that is been faced by the government recently. To understand and properly investigate about labour market, we have to understand and define labour market first.

2.1 Definitions of labour market:

Two alternative definitions of "labour force" are used in the LFSs (Labour Force Survey) of Bangladesh: the "usual" and the "extended" definitions as they have been termed. So two sets of tables on various aspects of the labour force are presented in the last three reports of BBS (1991-92, 1995-96, 1999-2000). Furthermore, these reports use two lower age limits for inclusion in the labour force. Until and including 1995-96, the reports used 10 as the lower

age limit in their main tables, although some of the reports provided appendix tables using 15 years of age as the lower limit. However, the latest report adopted the more standard definition of "15 years and above" as the lower age limit for inclusion in the labour force. (Rahman, 2005:3)

This research follows the15 years as the lower age limit to include in the labour force.

According to *wordnetweb.princeton.edu/perl/webwn*,

"The market in which workers compete for jobs and employers compete for workers."

According to *en.wikipedia.org/wiki/Labour_market*

"Labour economics seeks to understand the functioning and dynamics of the market for labour. Labour markets function through the interaction of workers and employers. ..."

According to *www-personal.umich.edu/~alandear/glossary/l.html*

"A market for labour. Can refer to anything from local interactions between workers and employers to country-wide (not usually world-wide) markets dominated by broadly based labour unions, industry associations, and sometimes governments."

According to *detr.state.nv.us/uiben/terms.htm*

"The geographical area where the claimant can normally expect to secure employment in the customary occupation. This area varies, depending on the type of employment. ..."

According to *www.communitybenefits.org/article.php*

"A defined geographic area containing a workforce from which area employers draw. The federal Workforce Investment Act of 1998, 29 USC § 2801, et seq. .."

According to *www.washington.edu/admin/hr/ocpsp/prostaff/researchsciengr/glossary.html*

"A place where labour is exchanged for wages. These places are identified and defined by a combination of the following factors: (1) geography (ie, local, regional, national, international), (2) industry, (3) education, licensing or certification and (4) function or occupation."

Usually labour markets are informal markets where workers find paying work, employers find willing workers, and where wage rates are determined. Labour markets may be local or national (even international) in their scope and are made up of smaller, interacting labour markets for different qualifications, skills, and geographical locations. They depend on exchange of information between employers and job seekers about wage rates, conditions of employment, level of competition, and job location.

2.2 The macroeconomics of labour markets

The labour force is defined as the number of individuals age 15 and over, excluding those in the military, who are either employed or actively looking for work. The participation rate is the number of people in the labour force divided by the size of the adult civilian non-institutional population (or by the population of working age that is not institutionalized). The non-labour force includes those who are not looking for work, those who are institutionalized such as in prisons or psychiatric wards, stay-at home spouses, children, and those serving in the military. The unemployment level is defined as the labour force minus the number of people currently employed. The unemployment rate is defined as the level of unemployment divided by the labour force. The employment rate is defined as the number of people currently employed divided by the adult population (or by the population of working age). In these statistics, self-employed people are counted as employed.

2.3 Neoclassical microeconomics of labour markets

Neo-classical economists view the labour market as similar to other markets in that the forces of supply and demand jointly determine price (in this case the wage rate) and quantity (in this case the number of people employed).

However, the labour market differs from other markets (like the markets for goods or the money market) in several ways. Perhaps the most important of these differences is the function of supply and demand in setting price and quantity. In markets for goods, if the price is high there is a tendency in the long run for more goods to be produced until the demand is satisfied. With labour, overall supply cannot effectively be manufactured because people have a limited amount of time in the day, and people are not manufactured. The income effect suggests a rise in overall wages will, in many situations, not result in more supply of labour: it may result in less supply of labour as workers take more time off to spend their increased wages. The substitution effect of a higher wage might cause people to work more, as the opportunity cost to work less is greater than it was prior to the increase. While available empirical evidence is mixed, some analysts suggest the income and substitution effects cancel each other out, resulting in no supply increase. Within the overall labour market, particular segments are thought to be subject to more normal rules of supply and demand as workers are likely to change job types in response to differing wage rates.

The labour market also acts as a non-clearing market whereas most markets have a point of equilibrium without excess surplus or demand; the labour market is expected to have a persistent level of unemployment. Contrasting the labour market to other markets also reveals persistent compensating differentials among similar workers. (Kaufman and Julie, 2005).

The competitive assumption leads to clear conclusions — workers earn their marginal product of labour. (Antonietta, 1987)

2.3.1 Neoclassical microeconomic model — Supply

Households are suppliers of labour. In microeconomics theory, people are assumed to be rational and seeking to maximize their utility function. In this labour market model, their utility function is determined by the choice between income and leisure. However, they are constrained by the waking hours available to them.

Let w denote hourly wage. Let k denote total waking hours. Let L denote working hours. Let π denote other incomes or benefits. Let A denote leisure hours.

The utility function and budget constraint can be expressed as following:

$$\max U(w\,L + \pi, A) \text{ such that } L + A \leq k.$$

(Arrighi, 1970)

2.3.2 Neoclassical microeconomic model — Demand

Economists also need to know the maximum quantity of hours an employer will demand at every wage rate. To understand the quantity of hours demanded per period of time it is necessary to look at product production. That is, labour demand is a derived demand: it is derived from the output levels in the goods market. A firm's labour demand is based on its marginal physical product of labour (MPL). This is defined as the additional output (or physical product) that results from an increase of one unit of labour (or from an infinitesimally small increase in labour).

In most industries, and over the relevant range of outputs, the marginal physical product of labour is declining. That is, as more and more units of labour are employed, their additional output begins to decline. If the marginal physical product of labour is multiplied by the value of the output that it produces, we obtain the Value of marginal physical product of labour:

$$\mathbf{MPP_L * P_Q = VMPP_L}$$

The value of marginal physical product of labour ($VMPP_L$) is the value of the additional output produced by an additional unit of labour.

In competitive industries, the $VMPP_L$ is in identity with the marginal revenue product of labour (MRP_L). This is because in competitive markets price is equal to marginal revenue, and marginal revenue product is defined as the marginal physical product times the marginal revenue from the output (MRP = MPP * MR).

The marginal revenue product of labour can be used as the demand for labour curve for this firm in the short run. In competitive markets, a firm faces a perfectly elastic supply of labour which corresponds with the wage rate and the marginal resource cost of labour ($W = S_L = MFC_L$).   (http://en.wikipedia.org/wiki/Labour_economics, 2010)

3. The changing level and composition of labour supply: Labour Force

The total number of people employed or seeking employment in a country or region are called **labour force or work force**. In macroeconomic statistics, the labour force is the sum of all employed and unemployed adults. The Bureau of Labour Statistics estimates the approximate size of the labour force regularly. Each individual age 15 or above is categorized as being employed, unemployed, or not in the labour force, according to current and recent guidelines. The most common reasons for a non-child to be classified not in the labour forces are to be retired, a student, or institutionalized. The size of the labour force changes over time. Labour force fluctuations occur due to a combination of demographic, social, and seasonal trends as well as macroeconomic conditions. In general, the majority of the population is part of the labour force.

The number of people in or available for paid employment also referred to as the workforce or manpower. According to the formal definition of the International Labour Organization (ILO), the labour force includes the population 15 years old and over who is employed, unemployed, or seeking employment. The size of the labour force is affected by many factors. The population of working age is determined by the school-leaving age and the size of the further and higher education system, as well as the retirement age and pension system. Among the population of working age, the participation rate is affected by the social security system. Health standards affect the proportion of the population which is disabled, and family structure affects how many people stay out of the labour market to care for children and the elderly. The availability of childcare facilities affects how many parents are available for part-time work, and the availability of part-time jobs affects how many people can work at all. Past unemployment affects the number of discouraged workers who have effectively withdrawn from the labour force. The labour force is also affected by a country's immigration policy.

Labour is a factor input into the production of goods and services and, thus the quantity and quality of labour that individuals are willing to supply for market work is and important determinant of the economy's level of production and rate of growth. In calculating the amount of labour input available to the economy, it is an important to realize that there are several different dimensions of labour supply. The quantity of labour supply depends, for example, on the size of the population, the proportion of the population that desires to work, and the hours of work per year; the quality of labour supply depends on such factors as level of education, skill, and health of the work force.

Table 01: Labour Supply- Male and Female

Year of LFS	1961	1974	1981	1983 -84	1984 -85	1985 -86	1989	1990 -91	1995 -96	1999 -00	2002 -03	2005 -06
Labour Supply (in million)	16.9	21.9	25.9	28.5	29.5	30.9	50.7	51.2	56	40.7	46.3	49.5
Male	16	21	24.4	26	26.8	27.7	29.7	31	34.7	32.2	36	37.3
Female	0.9	0.9	1.5	2.5	2.7	3.2	21	20.1	21.3	8.5	10.3	12.2

(Source: BBS, 2010)
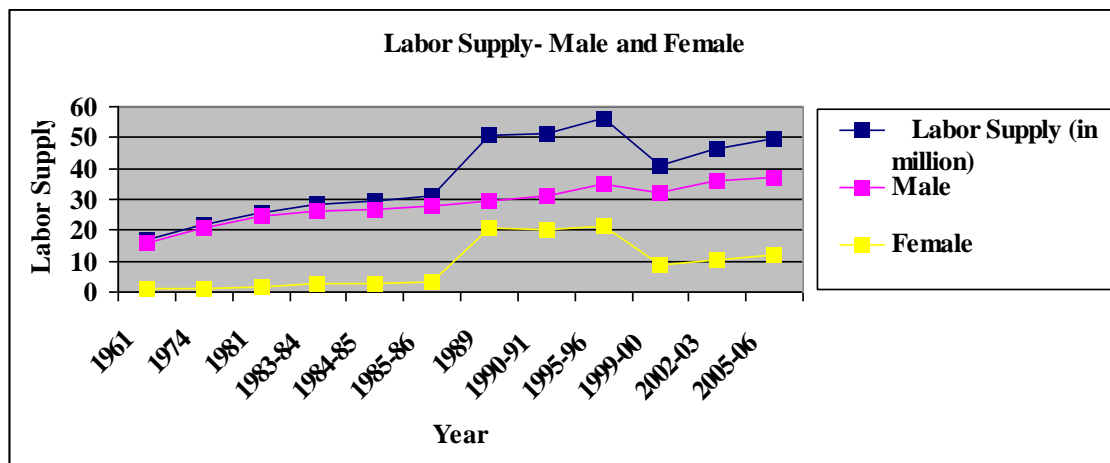
Figure 01: Trend of Labour Supply- Male and Female

From the table- 01 (according to Bangladesh Labour Force Survey) it is found that in the year 1989 the total labour supply was 50.7million (male 29.7 &female 21). But in 1995-96 it increased to 56 million (male 34.7 &female 21.3). After that in year1999-2000 it was reduced to 40.7million (male 32.2 & female 8.5). But in 2005-06 the labour supply reached to 49.5 7million (male 37.3 & female12.2). The trend of labour supply for male & female both are rising but the rising rate of female labour supply is slower than male labour supply. After 1999-2000 the growth in the labour force took a slowly upward trend.

From the figure 01, it is observed that from the fiscal year 1985-86 to fiscal year 1989 the total supply of labour force increases from 30.9 million to 50.7 million which is about 19.8 million net increases. But increase of male labour force is only 2 million whereas the female labour force increased by 17.8 million which is very significant.

So it can be said that after the year 1985-1986 a large number of female worker entered into the labour force premises because of the flourishing garments sector and change in the social norm and attitude created opportunity for a large number of female to look for jobs.

Table 02: Labour Supply-Rural and Urban

Year of LFS	1961	1974	1981	1983 -84	1984 -85	1985 -86	1989	1990 -91	1995 -96	1999 -00	2002 -03	2005-06
Labour Supply (in million)	16.9	21.9	25.9	28.5	29.5	30.9	50.7	51.2	56	40.7	46.3	49.5
Rural	15.9	19.8	22.6	24.6	25.4	26.2	45.1	52.5	45.8	31.5	35	35.6
Urban	1	2.1	3.3	3.9	4.1	4.7	5.7	8.7	10.2	9.2	11.3	13.9

Source: BBS, 2010
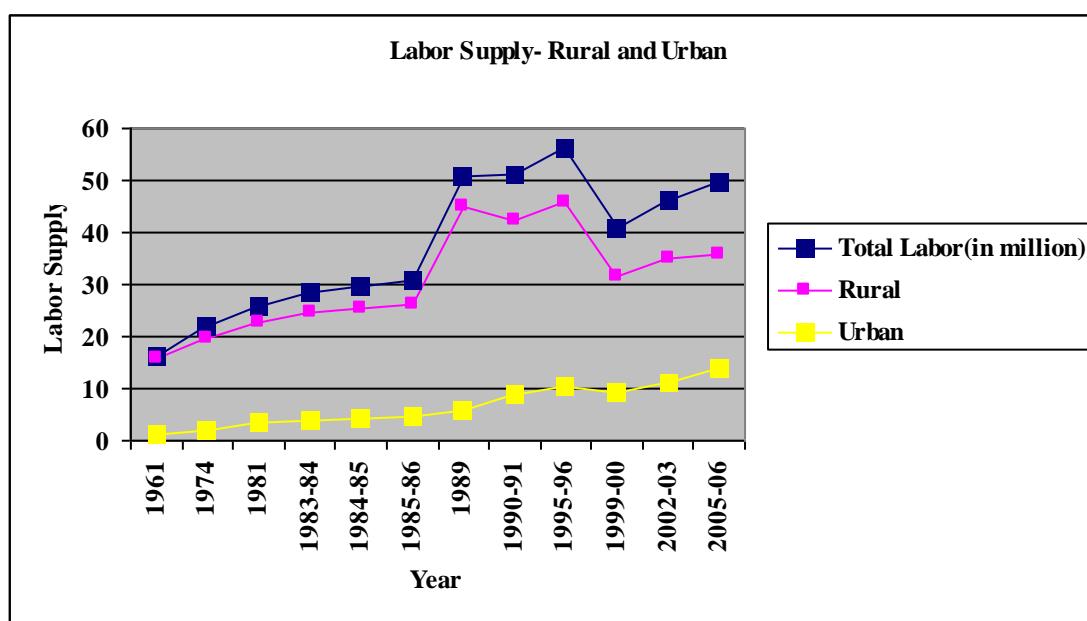
Figure 02: Trend of Labour Supply- Rural and Urban

According to Bangladesh Labour Force Survey, in the table 02, in FY 1995-96 urban labour supply was 10.2 million, in the year 1999-00 it decreased to 9.2 million, again in the year 2002-03 it increased from 9.2 to 11.3 million. FY 1995-96 rural labour supply was 45.8 million, in the year 1999-00 it decreased to 31.5 million, again in the year 2005-06 it increased from 31.5 to 35.6 million.

From the figure-02, it is found that from the fiscal year 1989 to 2000 the total as well as the rural labour force increased significantly. But it was not significant in case of urban labour force.

It can be said that after 1985-86, rural people entered into labour force significantly more than that urban people. The difference between the rural and urban labour force increase was about 17.9 million. One of the main reasons is change in job structure in overall economy.

Many formal jobs in urban areas have a retirement age of between 55 to 60 years. In rural areas, formal jobs only constitute a small percentage of the total, which results in a higher labour force participation rate (LFPR) for rural workers. (Rahman, 2005: 7)

Table 03: Labour Force aged 15 years & over by Administrative Division, 2005-06

Administrative Division	Labour Force (in million)	%
Bangladesh	49.5	100
Dhaka	15.6	31.60
Rajshahi	11.3	22.80
Chittagong	9.7	19.50
Khulna	5.8	11.60
Sylhet	3.6	7.30
Barisal	3.5	7.20
Total	**49.5**	**100**

(Source: BBS, 2010)
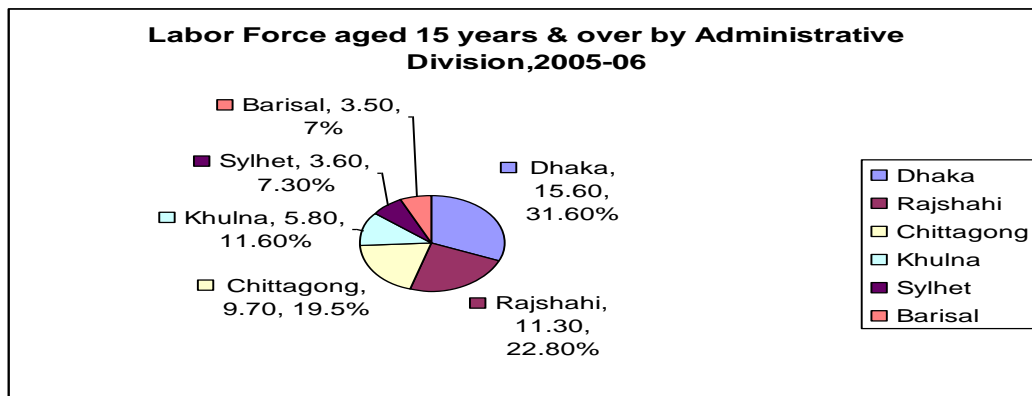
Figure 03: Trend of Divisional Labour Force, 2005-06

From the table- 03 it is observed that in the year 2005-06 the total number of employed population was 49.50 million in which 15.6 million was in Dhaka Division; 11.3 million was in Rajshahi Division; 9.7million was in Chittagong Division; 5.8 million was in Khulna Division; 3.6 million was in Sylhet Division & 3.5 million in Barisal Division.

From the figure 03, it is found that Dhaka division (31.6%) contributes the highest amount of labour in the total labour force in Bangladesh. After that Rajshahi division (22.8%) occupies the 2nd position in labour contribution.

Table 04: Labour Force (Male & Female) aged 15 years & over by Administrative Division, 2005-06

	Total	**Dhaka**	**Rajshahi**	**Chittagong**	**Khulna**	**Sylhet**	**Barisal**
Total in million	49.50	15.60	11.30	9.70	5.80	3.60	3.50
Male	37.30	11.60	8.80	7.30	4.60	2.50	2.50
Female	12.2	4.0	2.5	2.4	1.2	1.1	1.0

(Source: BBS, 2010)
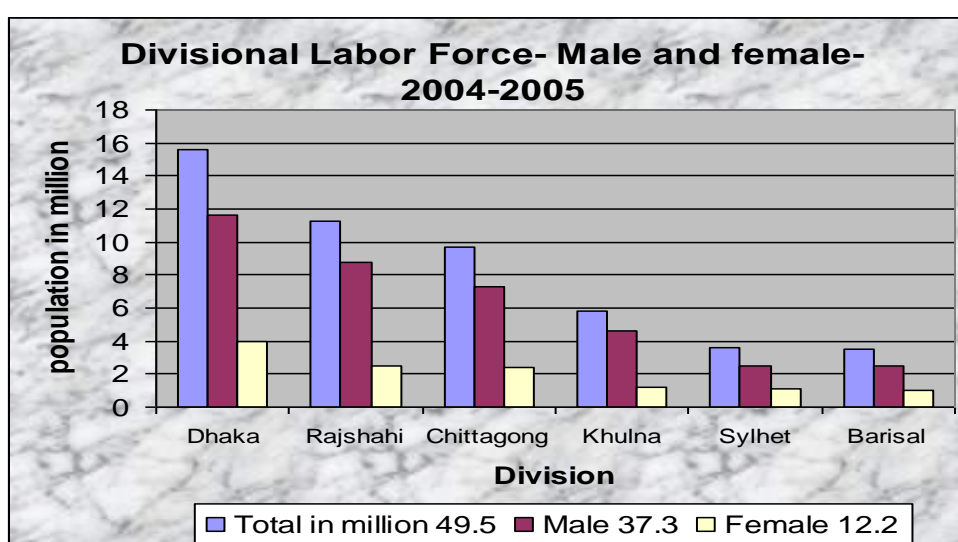
Figure 04: Trend of Divisional Labour Force -Male and Female, 2005-06

From the table- 04 it is identified that (labour Force aged 15 years & over by Administrative Division) in the year 2005-06 out of 49.50 million employed population, 15.60 million (Male11.60 million & Female 4.00 million) was in Dhaka Division; 11.30 million (Male8.80 million & Female2.50 million) was in Rajshahi Division; 9.70 million (Male7.30 million & Female2.40 million) was in Chittagong Division; 5.80 million (Male4.60 million & Female 1.20 million)   was in Khulna Division; 3.60 million (Male2.50 million & Female 1.10 million) was in Sylhet Division; & 3.50 million (Male 2.50 million & Female1.00 million) was in Barisal Division.

According to the figure- 04 in the year 2006, the difference between male and female workers in Dhaka division was 7.6 million (male >female). In Rajshahi Division it was 6.3 million, in Chittagong Division 4.9 million, in Khulna Division 3.4, in Sylhet Division 1.4 million & in Barisal Division it was 1.5 million. It can be concluded that in every division male labour numbers are significantly more than the female groups.

161

4. The changing level and composition of labour demand

Just as the number and characteristics of people wanting to work have changed significantly over the last 50 years, the number and the characteristics of jobs that employers have to offer have also been changed. One important feature of employers demand for labour is the growth over time in the total number of jobs made available. As the labour force has grown year after year, the number of new jobs creation did not keep pace with it.

Another equally significant feature of labour demand is the types of jobs that are available in the economy. Demand for the goods and services produced in the product market of the economy shift over time. In reaction to this, the demand for labour expands in some occupations and industries while it contracts in others, leading to large changes in the skills, education, and geographic locations required of workers. One particular aspect of the changing composition of labour demand is illustrated below:

Table 05: Total Labour Demand

Year LFS	Total Labour Demand (In million)
1989	50.1
1990-91	50.2
1995-96	54.6
1999-00	39
2002-03	44.3
2005-06	47.4

(Source: BBS, 2010)
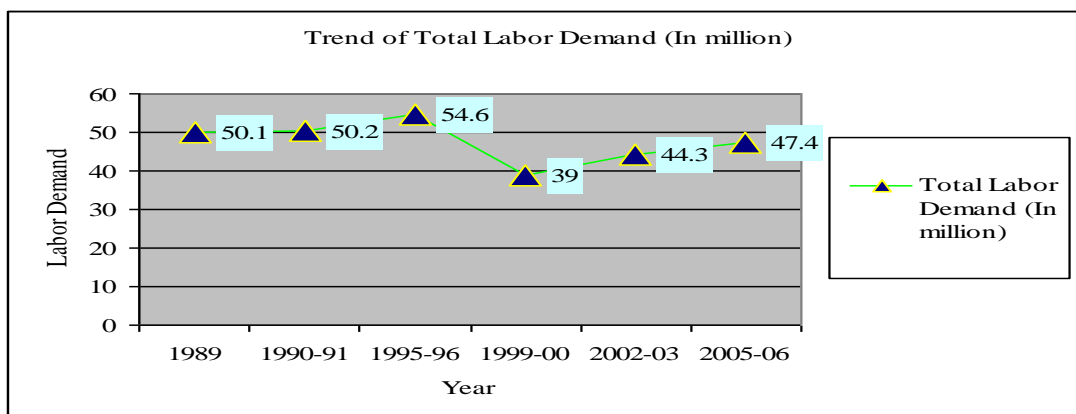
Figure 05: Trend of Labour Demand

According to Bangladesh Labour Force Survey (in the table- 05), in the year 1989 the total labour demand was 50.1 million. But in the FY1995-96 the total labour demand increased to 54.6 million. After that in the year1999-2000 it decreased to 39 million. Then in 2005-06 it increased from 39 to 47.4 million.

Particularly, in the FY 1995-96 to 1999-2000, labour demand decreased because of global economic recession. When the global economic recession started, the world economy faced a huge financial crisis. This financial crisis led the economy into a liquidity crisis. As liquidity crisis occurred, interest rate raised which forced the investment to fall. As a result the output also reduced which decreased the demand of the labour in Bangladesh.

Table 06: Share of total labour demand in different sectors

Sector	1995-96	1999-00	2002-03	2005-06
Agriculture, Forestry &Fishery	48.85	50.77	51.69	48.1
Mining & Quarrying	0	0.51	0.23	0.21
Manufacturing	10.06	9.49	9.71	10.97
Power, Gas & Water	0.29	0.26	0.23	0.21
Construction	2.87	2.82	3.39	3.16
Trade, Hotel & Restaurant	17.24	15.64	15.34	16.45
Transport ,Maintenance & communication	6.32	6.41	6.77	8.44
Finance, Business & Services	0.57	1.03	0.68	1.48
Commodities & Personal Services	13.79	13.08	5.64	5.49
Public Administration &Defence	0	0	6.32	5.49
Total	100	100	100	100

(**Source: Bangladesh Economic Review 2010**)
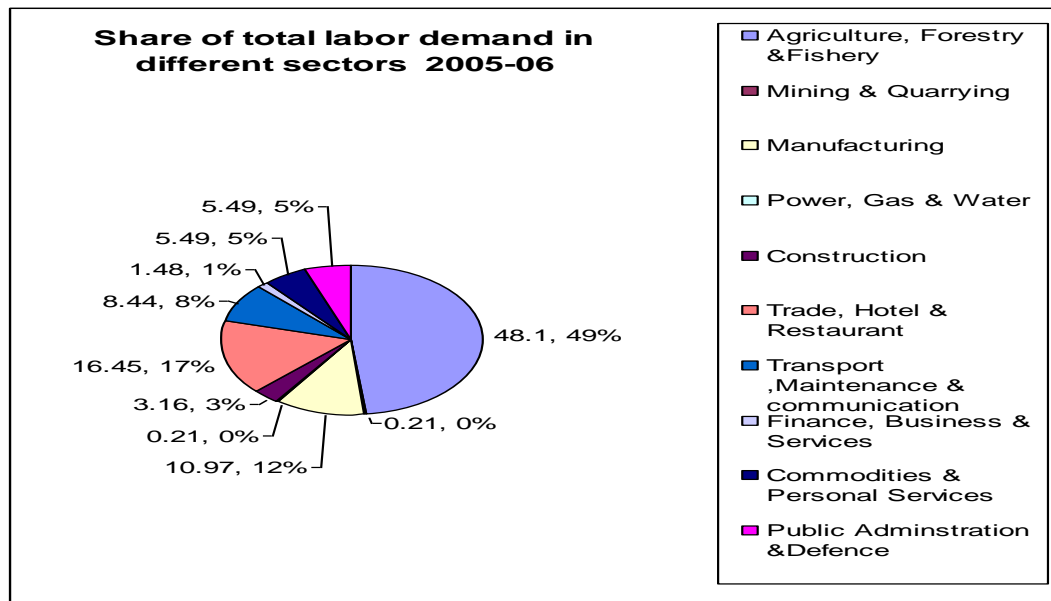
Figure 06: Share of total labour demand in different sectors (FY 2005-06)

163

From the table-06 it is found that in year 1995-96, the share of total labour demand was 48.85% in Agriculture, Forestry &Fishery; 00% in Mining & Quarrying; 10.06% in Manufacturing; 0.29% in Power, Gas & Water; 2.87% in Construction; 17.24% in Trade, Hotel & Restaurant; 6.32% in Transport ,Maintenance & communication; 0.57% in Finance, Business & Services; 13.79% in Commodities & Personal Services &00% in Public Administration &Defense.

But the condition was changed in the year 2005-06 when the Share of total labour demand was 48.10% in Agriculture, Forestry &Fishery; 0.21% in Mining & Quarrying; 10.97% in Manufacturing; 0.21% in Power, Gas & Water; 3.16% in Construction; 16.45% in Trade, Hotel & Restaurant; 8.44% in Transport, Maintenance & communication; 1.48% in Finance, Business & Services; 5.49% in Commodities & Personal Services & 5.49% in Public Administration & Defence.

According to figure 07, the labour demand was highest in agricultural, forestry and fishery and lowest in Mining and Quarrying and Power, Gas and Water. In the FY 1995-96 to 2005-06, share of labour demand increased in agricultures, forestry and fishery and transport maintenance and communications. But in Commodities & Personal Services sector the labour demand just reduced from 13.79 to 5.49 million. Other than these the labor demand in all the sectors remained almost same.

5. Major findings

- It is observed that from the fiscal year 1985-86 to fiscal year 1989 the total supply of labour force increases from 30.9 million to 50.7 million which is about 19.8 million net increases. But increase of male labour force is only 2 million whereas the female labour force increased by 17.8 million which is very significant. So it can be said that after the year 1985-1986 a large number of female worker entered into the labour force premises because of the flourishing garments sector and change in the social norm and attitude which has created the opportunity for a large number of female to look for jobs.

- It is found that from the fiscal year 1989 to 2000 the total as well as the rural labour force increased significantly. But it was not significant in case of urban labour force. it can be said that after 1985-86, rural people entered into labour force significantly more than that urban people. The difference between the rural and urban labour force increase was about 17.9 million. One of the main reasons is change in job structure in the economy. Many formal jobs in urban areas have a retirement age of between 55 to 60 years. In rural areas, formal jobs only constitute a small percentage of the total, which results in a higher labour force participation rate (LFPR) for rural workers.

- It is observed that Dhaka division (31.6%) contributes the highest amount of labour in the total labour force in Bangladesh. After that Rajshahi division (22.8%) occupies the 2nd position in labour contribution.

- In the year 2006, the difference between male and female workers in Dhaka division was 7.6 million (male >female). In Rajshahi Division it was 6.3 million, in Chittagong Division 4.9 million, in Khulna Division 3.4, in Sylhet Division 1.4 million & in Barisal Division it was 1.5 million. It can be concluded that in every division male labour numbers are significantly more than the female groups.

- It is found that in the year 1989 the total labour demand was 50.1 million. But in the FY1995-96 the total labour demand increased to 54.6 million. After that in the year1999-2000 it decreased to 39 million. Then in 2005-06 it increased from 39 to 47.4 million. Particularly, in the FY 1995-96 to 1999-2000, labour demand decreased because of global economic recession. When the global economic recession started, the world economy faced a huge financial crisis. This financial crisis led the economy into a liquidity crisis. As liquidity crisis occurred, interest rate raised which forced the investment to fall. As a result the output also reduced which decreased the demand of the labour in Bangladesh.

- The labour demand was highest in agricultural, forestry and fishery and lowest in Mining and Quarrying and Power, Gas and Water. In the FY 1995-96 to 2005-06, share of labour demand increased in agricultures, forestry and fishery and transport maintenance and communications. But in Commodities & Personal Services sector the labour demand just reduced from 13.79 to 5.49 million. Other than these the labor demand in all the sectors remained almost same.

6. Conclusion

The science of economics is concerned with the allocation of resources in the economy and the determination of prices and levels of production. For a capitalist economy, the primary theoretical construct used to understand these issues is the market model of supply and demand. In labor economics, one particular market, the labour market is considered. Labour is a service that households supply to business firms in order to earn an income and that business firms demand in order to produce their product. It is the interaction of the demand and supply of labour that determines wage rates, the level of employment, and distribution of income in the economy. There is little question that unemployment has been and continues to be one of the most serious and pervasive economic problems in the labour market. Low wages, discrimination, substandard working conditions, and other types of labour market pathologies are all threats to the economic security and well-being of significant numbers of workers, but few approach the impact of unemployment as a cause of both economic hardship and wasted resources. Every country is concerned about its level of unemployment both from a social perspective (in terms of the numbers of people without a job, thus more likely to be in poverty) and from the efficiency perspective (the more people unemployed, the more resources being wasted and the lower is an economy's potential overall productivity). From an international perspective, higher unemployment in one country means less demand for imports, potentially affecting the economy in other countries. The civilian labour force of Bangladesh was estimated in 2004 to include 62.4 million people. Agriculture (including fishing) employs 62 percent of the workers, while 10 percent worked in industry and 24 percent in services. Unemployment and underemployment are significant problems in the country. Unemployment causes a great deal of social distress and

concern; as a result, the causes and consequences of unemployment have received the most attention in macroeconomic theory. Until the publication in 1936 of *The General Theory of Employment, Interest and Money* by Keynes, large-scale unemployment was generally explained in terms of rigidity in the labour market that prevented wages from falling to a level at which the labour market would be in equilibrium. Equilibrium would be reached when pressure from members of the labour force seeking work had bid down the wage to the point where either some dropped out of the labour market (the supply of labour fell) or firms became willing to take on more labour given that the lower wage increased the profitability of hiring more workers (demand increased). If, however, some rigidity prevented wages from falling to the point where supply and demand for labour were at equilibrium, then unemployment could persist. Such an obstacle could be, for example, trade union action to maintain minimum wages or minimum-wage legislation.

With the growth and expansion of factories and industries in the subcontinent beginning in the mid-nineteenth century, new avenues for employment were created, resulting in a gradual migration of the labour force from rural areas to mills and factories located primarily in urban areas. At that time, in the absence of any state control or organization of the workers, the employers were less concerned about the needs of their employees; the work hours were too long, wages much below the subsistence level, and the workers' employment conditions were unsatisfactory.

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Bangladesh-India Memorandum of Understanding and Agreement: A Review

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Abstract:

Bangladesh has been maintaining friendly relations with India since its birth, because of historical, political and cultural reasons. Despite being a neighboring country, Bangladesh had almost cold relations with India. Indeed, the relations between India and the people of this reigion were not so good due to the different political scenarios and circumstances including partition of Bengal and Pakistan movement. India provided its all out support to Bangladesh war of liberation in 1971. This kind of humanitarian, political and military assistance was for the welfare of the people of Bangladesh and Indian's interest. But there was not observed any significant progress in the development of relationship between Bangladesh and India after the independence. Though there was a slight improvement in the relationship during Mujib regime soon after independence, it did not last for longer. After the brutal kill of Sheikh Mujibur Rahman, the then President of Bangladesh, the relations of these two neighboring countries fell into a terrific crisis. There were drafted state level signs on many issues at different times as efforts to resolve the problems remaining between the two countries. Further, another three agreements and two memorandums of understanding were signed in January, 2010 during Bangladesh's Prime Minister Sheikh Hasina's visit to India. The agreements and memorandums which were signed would play a pivotal role in determining the future relationship between Bangladesh and India. This essay explores the main agreements and especially the subject matter of the agreements signed in January 2010, with an attempt to review the opinions of political parties including civil society regarding those.

Introduction:

Bangladesh and India have the similar cultural, economic and political history for a long time. Two separate states, India and Pakistan were born as independent sovereign states after division of the Indian sub-continent in 1947. Bangladesh was part of the then Pakistan. Bangladesh established its relations with India after achieving the independence through a blood bath war of liberation. The relations of Bangladesh with India are multi-dimensional. It started during the war of liberation. The assistance and participation of India in the war of liberation in 1971 are remarkably worth mentioning. India not only provided its shelter to the refugees of East Pakistan/the then Bangladesh as well as ammunitions and training to the freedom fighters but also it participated in the liberation war at the final stage.

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The then Prime Minister of India, Indira Gandhi recognized Bangladesh as an independent state sending a letter to Tajuddin Ahmed, the Prime Minister of the expatriate government on 6 December 1971, 10 days before the victory day on 16 December 1971. But after independence the relationship between India and Bangladesh was not good in most of the times. South Talpatty island, three bighas of corridor, construction of Farakka barrage, issue of water distribution, conflict on the Tripora border, illegal intruders inside Bangladesh, and construction of wire barbed fences along the borders by India to prevent the terrorists and separatists are among the significant issues which play complicating role to deteriorate the relationship between Bangladesh and India. Some people consider these activities as 'big brotherly' behaviour of India towards Bangladesh. (http//en.wikipediea, or/wiki/foreign relation of Bangladesh)

Current Bangladesh-India relations are related to many issues. Of them, border security, Farakka barrage, agreement on Ganga water, Tista barrage, water distribution of common 54 rivers, transit connectivity, complaint of assistance to terrorist-activities, use of Mongla and Chittagong sea ports, demarcation of maritime boundary and lack of equal trade balance are mentionable. The visits of the heads of the states and the governments along with the agreements and memorandums of understanding signed during the visits at highest the levels, have been playing significant role in the development of India-Bangladesh relationship. The architect of independent sovereign Bangladesh, Bangabandhu Sheikh Mujibur Rahman, came to Bangladesh form London via India, on 10 January 1972 after being released from Pakistan's prison. He visited India in January in the same year as Prime Minister. After the visit of him, India's Prime Minister, Shrimati Indira Gandhi came to visit Bangladesh in March 1972. There were signed a few agreements on 'Friendship, peace and bilateral cooperation' for the period of 25 years. There was signed another agreement on the demarcation of land boundary during Sheikh Mujib's visit to New Delhi on May16, 1974. Statute was formulated on 24th November 1973 for the frame of India-Bangladesh Joint River Commission. The India-Bangladesh relationship started to have deteriorated after the brutal assassination of Sheikh Mujibur Rahman on 15th August 1975. The Bangladesh-India relationship started to be normalized after the Awami League came to power in 1996, 21 years later, under the leadership of Sheikh Hasina. Over the time, Bangladesh signed an agreement on the water distribution of Ganga with India and it also signed peace accord with the Chittagong hiltracts people's solidarity organization (Jono Sanghati Samity). These two accords have played special role in boosting up the relations mutually. There were signed another three agreements and two memorandums of understanding between Bangladesh and India during Prime Minister Sheikh Hasina's latest visit to India on January 11, 2010 (10-13 January). Indian Prime Minister Monmohon Singh and Bangladeshi Prime Minister Sheikh Hasina put their signatures on the agreements and memorandums on each side. Different political parties and civil society have burst into discussions and criticisms on the subject matters of agreements and memorandums. However, there were also signed many accords between India and Bangladesh before these accords.

25 Years' Friendship Accord:

The first formal accord of Bangladesh with India was for 25 years. It was India-Bangladesh Accord of Friendship, Cooperation and Peace. The Prime Minister of India, Shrimati Indira Gandhi and the Prime Minister of Bangladesh, Sheikh Mujibur Rahman signed on this accord on March 19, 1972 on their respective sides. It is known as Indira-Mujib Accord (*Annya Ek Diganta*, February 2010, P-53). The main issues of this accord were, containing 12 articles, follow of article of the non alignment movements in resolving global disorder by both of the countries, peaceful co-existence, firm attitudes of belief towards international peace and security and integration of the national independence and sovereignty; floods control by the two signing countries, development of rivers, navigability and water based electricity and initiatives for taking programmes on collective scrutinization; commitment of staying refrained form invading each other and not allowing any other invaders to use their lands, which may put threat to the military interest of a country or may create continuous threat to security etc. Though there was prior interest about the accord by the two parts that keen interest could not last after the changes of different scenarios in both the countries. For instance, one sided water withdrawal through Farakka barrage, delay on the withdrawal of Indian army, non-transfer of three bighas corridor in against of Berubari etc. The relations of 'friendship' could not be continued further also because of some other steps taken by India including establishment of one sided dominance over South Talpatty. After the change of political scenario in 1975, Bangladesh emphasized on its diplomatic relations with the USA, China, Saudi Arabia and Pakistan besides India. The 25 years term India-Bangladesh accord was later criticized on wide spectrum. As a result, in spite of being in power led by Sheikh Hasina Awami League did not take any step to discuss or renew the accord after it had ended time frame.

Trade Agreement:

India-Bangladesh 'trade agreement' was signed in New Delhi on 28 March 1973. This accord was mostly structural type. There was seen to have separate types of protocols in order to make those effective. This accord has been becoming renewed since it is renewable accord after three years. The special part of the trade accord is article number 8. There was said, 'both of the governments of the countries have agreed to use the waterway, railway, transport way as well as the lands of other country on business purposes for mutual interest'. Under this accord, there was signed specific protocol in 1972 to implement naval transit. As a result, India has been enjoying goods transportation facilities through the naval way of Bangladesh. The following issues have been mentioned in Bangladesh-India trade agreement to increase bilateral trades: increase of financial and technical support, playing of proper role in international trade systems for developing and least developing countries, regular review and acceptance of necessary steps in order to enhance trading on the specific field, assuring of exchange of money transfer according to the two countries money transfer system and providing of higher facilities than any other third country. But there were some provisions of not having barriers to the following issues: starting of border trade by separate accord, providing of this facility to other neighboring countries, the facilities that come from open trade or tariff system (*Annya Ek Digantha*, monthly publication of the *Daily Naya Digantha*,

February 2010, p. 55). Indo-Bangla 'Joint Economic Commission' has been formed in order to boom up India-Bangladesh trade expansion and to remove the disadvantages in this regard. The first meeting of this joint economic commission was held in 1982 (www.geographic.org.list of countries, Bangladesh-India). There could not be observed any sign of improvement in Bangladesh-India trade imbalance, in spite of agreements as well as framing of 'Joint Economic Commission'. Bangladeshi products do not have free access to Indian market, as these have in terms of Nepali and Bhutanese products. Bangladeshi products are also not being able to take strong position in India's big and competitive market due to different kind of tariff complexities. It could have been possible to reduce trade imbalance between the two countries, by exporting a large amount of products, if there was no non-tariff contrary stipulation to enter Bangladeshi products into the Indian market. It is observed in a research that Bangladesh's actual trade imbalance with India is 250-300 crore U.S dollar. This is equivalent to 21 thousands crore Bangladeshi taka. This size of discrimination would be more in multiple, if the illegal border trade is taken into an account. India has imported the products of worth 27 crore and 70 lakh dollar from Bangladesh in the fiscal year of 2008-2009. On the contrary, by the same time, India exported the products of worth 284 crore and 30 lakh dollar to Bangladesh (*Naya Digantha*, February 3, 2010).

The Ganga Water Agreement:

There was an accord signed on December 12, 1996 between Bangladesh and India for distributing the water of the Ganga for 30 years term. The Prime Minister of Bangladesh, Sheikh Hasina and the Prime Minister of India, Deb Gaura signed on the accord on behalf of their respective sides. The following issues were mentioned in description of the accord: strong determination must be needed in order to extend friendship and good neighboring relations between Bangladesh's democratic government and India's republican government; inspiration by the same will of people of own country; mutual consensus on the use of international rivers' waters that flow between the two countries; flood management, irrigation, development of rivers' navigability as well as proper utilization of water resources of this region through the production of electricity by water; the necessity of taking proper management of distribution of Farakka and Ganga's waters on the need of fulfillment of mutual demands. And they are being agreed on accord on the necessity of increase in flow of river Ganga's water for mutual interest of the peoples of the two countries (*The Daily Ittefaq*, December 13, 1996). It has been mentioned at 9 of the 12 containing articles that 'both of the governments agreed to sign deals on distributing the waters of other same rivers' on the policy of equality, justice and non-harmful to any side'. The mentionable parts of the Ganga water's agreements are: from March 1 to May 10 in each year during the steady water flow, India and Bangladesh each would get 35 thousand cusec waters for 10 days consecutively. If the availability of Farakka's water is below 70 thousand cusec or less than these, water's distribution would be on 50:50 and when water's availability becomes more than 75 thousand cusec, India would get 40 thousand cusec water, Bangladesh would get 40 thousands cusec waters and Bangladesh would get the rest of the waters. If the flow of water comes down to below 50 thousand cusec in the 10 days consecutive allotment, both of the governments will reach equitable decision on urgent need at a meeting of joint commission. The two

governments will review the water distribution system after 5 consecutive years, according to the accord. On necessity of any part it could be reviewed before this time frame.

Abdul Mannan, the then general secretary of the main opposition party BNP (Bangladesh Nationalist Party), told on the reaction of Ganga's water distribution, 'this is a national issue; government should have taken all people's views before the accord". Manmam Bhuiyan said that in the dry season Bangladesh would get fewer waters in comparing to the water accord of 1977. He reiterated that there was clear guarantee clause for Bangladesh in the accord of 1977; but then there was no guarantee clause for Bangladesh; rather, guarantee clause was confirmed for India (*The Daily Ittefaq*, December 13, 1996). After the accord signing, the Prime Minister Sheikh Hasina termed the accord as a milestone in the development of friendly relations with India after her return to Bangladesh. This water treaty was described as unequal and incomplete at a press conference of BNP (*The Daily Ittefaq*, 15 December, 1996). It is worth mentioning that on November 5, 1977 there was signed an accord in Dhaka before 1996 on the distribution of Ganga waters to Farakka river and increase of its water flow between Bangladesh and India for 5 years and this accord had 15 articles. It was included in the accord that in the dry season, from January to May 31, Bangladesh would get the highest 58500 cusec water and the lowest 34500 cusec water on per 10 days in 15 terms. On the other hand, India was supposed to get the highest 40,000 cusec and the lowest 20,000 cusec water (*The daily Sangbad*, November 6, 1977). On behalf of Bangladesh, the Chief of navy and Deputy Marshal Law administrator and the member of President's advisory council, near Admiral M.H. Khan and on Indian side, the agriculture and irrigation secretary Shree Surojit Singh Barnilla signed on the accord.

Ganga 'water treaty' was violated in the first year. According to treaty, Bangladesh was supposed to get 35000 cusec waters; but Bangladesh got only 30137 cusec water. Besides, India took 20344 cusec water. Yet, it was supposed to take 15481 cusec water (Rehman Sobhan ed. 2002, P.56). Bangladesh could not have gotten its any part of water from January 1, 2010 to the next six consecutive tenures according to the schedule of accord. In this time, Bangladesh has got around 82,499 cusec less water. However, India has always taken its due account as it is on the accord (*The Daily Amader Somoy*, March 7, 2010). Both of the observation teams after having observed the Farakka point of India and Hardinz Brigde point of Bangladesh used to report to the collective rivers' Commission after every 10 days, for reviewing the effectiveness of the accord.

Again, the Padma's water flow has decreased dramatically in the recent time. This kind of situation is created only because of additional water withdrawal on the reverse side of Ganga River (*The Naya Digantha*, January 8, 2010). There is controversy over the issue of not having guarantee clause for water agreement. It was not clearly mentioned on how the water could be distributed. The problem's resolution should be on justice and fairness, according to the accord. But it is a long time process to invite meeting for dispute resolution and come out of this problem. As a result, it is very rational that there might be misunderstanding and misbelief between the two sides. This kind of problem was arisen soon after the sign of the accord, which has been mentioned earlier. So, in order to avoid misunderstanding, it was significant to mention how the water could be distributed if water

flow comes down to below 50,000 cusec. Still, it has an opportunity to be amended. India's whole heartedness and liberality may play a pivotal role in resolving this problem.

Prime Minister Sheikh Hasina's India Visit and Sign of Agreements:

The grand alliance led by the Awami League formed the government after winning the majority seats of ninth parliamentary election with land slide victory in December 2008. The Prime Minister, Sheikh Hasina paid a visit to India from January 10 to 13, 2010 at the end of one year power ascendance. At least three accords were signed between Bangladesh and India during the visit on January 11. Prime Minister Sheikh Hasina and Prime Minister Monmohan Singh Signed in the agreements on each side for their own country. This accord was signed on Delhi's historical Hyderabad house after a formal meeting was held between the two heads of the governments. The accords were: (a) agreement on presiding legal assistance for crimes (b) agreement on exchange of convicted detainees (c) agreement on combating international terrorism, occurred crimes and countering illegal drug trafficking. Moreover, there were two other memorandums of understanding signed for the support of electric sector and cultural exchange programme (*The Daily Star*, 13 January, 2010).

The Key Issue of Joint Communiqué:

The joint communiqué was published from New Delhi on January 12 during the visit of Prime Minister Sheikh Hasina. There was mentioned two countries' consent regarding various issues including the objective and perspective of high level sitting, transit, transportation, electricity, use of water resource, combating terrorism, research on education and collective investments, in the 50 articles containing joint communiqué. The remarkable part of joint communiqué is that both Prime Ministers expressed stern stance for democracy, pluralism and the rule of law; and against violence, extremism and terrorism.

The prime ministers of both countries agreed in providing mutual cooperation regarding security issue emphasizing the national security issues as prime agenda. They assured each other that no terrorist, militant and suicidal organizations, training of their operatives and construction of offices or movements would be allowed to use their land intruding into their countries. They gave emphasis on the need of regular sitting by BSF and BDR (Border security force and Bangladesh Riffles) and patient behavior about border conflict and control of border crimes. They came to a consensus to form a joint boundary working groups to resolve border conflicts on the light of 1974 accord in this regard.

There was another consensus on declaring Ashugonj of Bangladesh and Shillghat of India as 'Port of call'. A joint review group would scrutinize the infrastructural development and its probable expenses to run heavy goods transportation for short term and long term from Ashugonj. In this regard, India would supply necessary financial support. Bangladesh would allow India to transport goods through Chittagong and Mongla port and to use its highway and railway for taking and bringing goods. Bangladesh has expressed its will that both of the ports would be opened for Nepal and Bhutan. Set up of India's proposed Agartala rail line would be arranged by Indian finance. They also agreed on use of Rahon Pur Singhabad broadgaze rail link for transport to Nepal. There was Ministerial level meeting of

'Joint River Commission' in the first phase of 2010 on distribution and flow of Tista River's water in dry season. India agreed to provide its help to Bangladesh in flood controlling, irrigation and implementing the plan of use of ports. Prime Ministry Monmohan Singh assured that India would not take any step in terms of Tipaimukh project, which may put adverse impact on Bangladesh. The Indian Prime Minister gave his clear consent to supply 250 megawatt electricity to Bangladesh from India's grid. In addition, there were more agreements on set up of electricity centre, electricity production, development and set up of joint organizations. To provide India's declared $100 crore loans for different projects including railway in infranstructure development, railway locomotive and supply of passenger coach, rehabilitation of Syedpur workshop, special bus and dredging etc. (*The Daily Naya Digantha*, January 20, 2010).

Opinion of Prime Minister and Opposition Leader on the agreement:

Prime Minister Sheikh Hasina's Visit (10-13 January, 2010) became an issue of much discussion. There began discussion on the probable considerable agendas, accords and its consequences before the visit's being held. And there held foreign secretary level and ministry level talks between the two countries before the tour of Prime Minister. Prime Minister Sheikh Hasina described her visit as 'total success' at a press briefing during the visit (*The Daily Star*, 14 January, 2010). On the contrary, the opposition leader termed the Prime Minister's visit as 'hundred percent failure' (*The Bangladesh Observer*, 15 January, 2010). after her returning home from the tour of India, at a press conference mentioning many achievements of her visit, Prime Minister Sheikh Hasina claimed her visit as opening of new horizon in boning up Bangladesh-India relationship; e.g., she did not sign army agreement contradictory to national interest. From the use of Mongla and Chittagong ports by the neighboring countries, Bangladesh economy would be benefited and trade imbalance would be decreased, she claimed at the press briefing. Border problems would be resolved on the light of Indira-Mujib accord in line with the land demarcation of 1974- the Prime Minister informed the Journalists (*The Daily Star*, 17 January, 2010).

The next day after Prime Minister Sheikh Hasina's press briefing, BNP Chair Person and Opposition Leader to the Parliament, Begum Khaleda Zia exposed her party's formal reaction to the journalists at a press briefing. Begum Khaleda Zia told the press briefing, 'there was signed a water accord during Awami League regime in 1996, which stipulated only to distribute the water found at Farakka point, sacrificing the demand of Bangladesh over International Ganga river's complete water flow'. Before this agreement, however, water flow of Farakka decreased dramatically since India withdrew water to reverse tide by implementing various projects. It is important to note that on an average there used to flow 5 hundred and 25 Billion cusec meter water (BKM) into the Padma river per year before construction of embankment on the Farakka river, according to the United Nation's water specialist S.I Khan. After the construction of Farakka dam and taking away of water to different states of India, the annual water flow has now come down to 2 hundred and 7 billion cusec meter (*Politics*, 2009, P.64). Begum Zia said, 'Bangladesh is not getting its water drafted on the agreement, which was formulated in that guarantee clause'. She expressed her angry as the Prime Minister did not protest it in her visit. Begum Khaleda Zia

said about the use of Mongla and Chittagong ports by India and the government's argument on economic facilities, 'a country of 15 crore people cannot survive only by renting highways and ports'. She exclaimed with sorrow that the competitive facilities of Bangladeshi industries would drastically be ruined as a result of providing the ports and transit facilities. Industrialization would face barriers because of this. Employment opportunity would decline and exports will come down. In fact, by all means Bangladesh would become a market of India'. Khaleda Zia also said about $ 100 crore loans, 'these borrowed money would be used for construction of infrastructure for Indian goods' transportation, Indian human hauler, rail coach and buying of engine. And the Bangladeshi poor people have to repay this loan with interest'. Begum Khaleda Zia said regarding connectivity, 'we would support real multi-countries connectivity on regional basis. All of the friendly counties would connect themselves in that connectivity including Nepal, Bhutan, Srilanka, China, Myanmar and Thailand. But in the name of connectivity the ruling government wants to give corridor facility to India' (*The daily Naya Digantha*, January 18, 2010).

Reactions of Different Political Parties:

National Liberation Council President and ardent left political theorist Badruddin Umar and its secretary Foyzul Hakim said in a statement, 'after joint communiqué in Prime Minister's tour of India, Dhaka-Delhi Joint communiqué would be considered as an evidence of Bangladesh's surrender to Indian dominance'. Leaders stated that by dint of this agreement, India would get chance of military intervention into Bangladesh in the name of combating terrorism. They further said that Indian border security forces have killed more than five hundred Bangladeshi nationals along borders in the last ten years. There is no such precedence of citizen killing along borders of any country of the world. Sheikh Hasina has accepted this carnage through 'Joint communiqué'. Moreover, they said that Indian government termed the freedom movements of Assam, Meghalaya, Tripura, Nagaland, Mizoram, Arunachal, Manipur and Kashmiri people as terrorist activities; who have been struggling to be independent from the exploitation of Indian central government. And now the Prime Minister Sheikh Hasina has taken stance against those liberating people by signing on the agreement (*The Daily Naya Digantha*, 14 January, 2011)

Leader of Khilafat-e-Majlish, Moulana Mohammad Ishaq and its secretary general Professor Ahmad Abdul Kader said in statement, 'Sheikh Hasina is now ruling the country according to the guidance of India. She has put the signature to make Bangladesh as India's domino state'. Chairman of National People Party, Shawkat Hossain Nilo and its secretary general Advocate Faridizzaman Farhad said about the desire the people of the country had from Prime Minister Sheikh Hasina, but she completely failed to present those fundamental questions before India. Government insensitiveness is an expression of fraudulence with national interest especially about the Indian water aggression.

General Secretary of Bangladesh Revolutionary Workers Party, Saiful Haq said, 'Bangladesh could not get what India got from the high level meeting'. In the meeting, the important issues pertaining to Bangladeshi interest have gotten less significance (*The Daily Naya Digantha*, 14 January, 2010). The BNP general secretary told that the agreement was

signed in which Bangladeshi interest was not reserved. He also claimed the Prime Minister's tour as 'total failure' (*The Daily Star*, January 13, 2010). It was reacted in a Jamaat's statement, "Peoples' any view could not be reflected in the 'joint communiqué' during Prime Minister's visit to India. National Interest has been transferred without any reason here'. Jamaat's General Secretary, Ali Ahsan Mohammad Mojaheed alleged that there was no transparency in the declaration of 'Joint Comminque' (*The Daily Sanggram,* 14 January, 2010).

A lot of discussions had begun much earlier before Prime Minister's visit to India. This visit was considered very important by the political analysts. According to them, 'this visit would give a cause of directions about the relations between India and Bangladesh'. To ardent security analyst Major General Moniruzzaman, President of Institute of Peace and Security Studies (IPSS), it was natural that India would present the agenda of India's own security, particularly joint patrolling of security forces or transit issues in the upcoming Prime Minister's visit. He opined that the issues like demarcation of maritime boundary, construction of barbed wire fences along the borders, stoppage of killing of Bangladeshi nationals, border demarcations, exchange of enclaves, environmental disaster and settlement of water disputes of common rives would be given priority. Besides these, foreign Ministry sources indicated that during this visit there would be signed three agreements related to exchange of detainees, combating terrorism and security matters. Prime Minister herself hinted that the matters of common rivers water sharing including Tista would be discussed (*The Daily Naya Digantha*, 30 December, 2009).

As an independent and sovereign country, Bangladesh has been ally of India in the last 38 years. The problems over these periods were observed as varied in pattern. The first one was to withdraw the Indian army from Bangladesh. Then the issues of three bighas corridor, problem of Chittagong hill tracts and Ganga water distribution have almost turned into solution. By the eve of time, new problems have further arisen. These problems can be solved easily, if there is mutual confidence and faith (*The Daily Prothom Alo*, January 7, 2010). Some think that these problems have become long lasting only because of military rules or non-elected governments. Many think that there is not held any open discussion on foreign affairs in the parliament, which causes barriers o the dispute resolutions. Many have raised the question on success of visit and bilateral discussions by the two foreign secretaries before Prime Minister's visit. A few of them anticipated that they would not discuss on the major problems of the two countries. For example, the issues of water distribution, land problem, maritime boundary, issue of economic corporation, security issue and regional matters have not been discussed. Both of the countries should have to reach honorable solution by identifying the problems, presenting and considering the bilateral profit-loss. Bangladeshi position seemed to be very week in this regard. Each country will try to prioritize its facility. But bilateral profit loss relies on the efficiencies of both sides.

Security is the prime concern for India. It is natural that India will certainly want to adopt various strategies to resolve its problems. But in response to these cooperation, neither Bangladesh is being capable to solve its problems like water problems, demarcations of maritime boundary, border conflict and trade imbalance as the matters of concern. To many,

Bangladesh government is not able to raise the country's interest. In fact, Bangladeshi position is not insignificant as consumer in the big market of India. India has $ 300 crore markets in Bangladesh. We could not establish this strength and power through agreement to Indian policy makers. Many have emphasized on the need of making themselves as more efficient and skilled to raise Bangladeshi interest. Many have also opined to change the mentality of both the governments and people of the two countries to develop the Bangladesh-India relations and resolve disputes. India is much larger than Bangladesh in term of its size and population. Bangladesh is far away from India also in line with its economic and military power. Three-fourth borders of Bangladesh are surrounded by India. This is why, India has to be more serious and spontaneous to resolve the problems remaining between Bangladesh and India. Both of the countries have adverse mental position on Indian's assistance to Bangladesh during liberation war. India thinks that Bangladesh is ungrateful to India whereas it had provided all-out cooperation to Bangladesh war of liberation; but Bangladesh anticipated that India helped the liberation war of Bangladesh for its own benefit (*The Daily Prothom Alo*, January 7, 2010).

The advisor to the Care Taker Government in 2010, Freedom Fighter Major General (Retd.) Moinul Hossain Chowdhury opined in an interview, 'we knew that India would help us', while briefing this statement, he mentioned from the essay of Indor Malhotra on 'birth of a nation' published in *India Express* on December 11, 2009: 'Enemy's enemy is my friend'. He said, 'the war of 1971 was a national liberation war for us. We have created a country by huge bloodshed and eye dropping. Even though India helped us and inclined to war by observing the situation, it is clear to everyone that India wanted to disintegrate Pakistan and we desired to have a new country. India fought against Pakistan in 1948 and 1965. But the result was not very satisfactory for India. So 1971 was their greatest opportunity of the century' (*The Daily Naya Digantha*, December 16, 2009). Many analysts opined that both of the countries should come out of such ideas as 'grateful', 'anti- India', 'big brother' and 'small state' to resolve the problems.

According to some intellectuals of civil society, lack of confidence is the prime issue in establishing India-Bangladesh relations. To many, this lack of confidence was ensued centering on the issue of army withdrawal form Bangladesh in 1971. Later, India had made issue more critical by constructing dam on the Farakka River and providing training and cooperation to the armed rival groups of Chittagong hill tracts. The degree of confidence has also come down because of the issue of construction of barbed wire fences along borders by India, kill of innocent Bangladeshi nationals in the border areas by the BSF, deprivation of waters from different rivers including Ganga and conflicts on maritime boundary and border land boundary. Some of the critics blame the confrontational political culture of Bangladesh regarding the relationship between Bangladesh and India. To them, though it is small country, if we would have developed the country as a nation state, consensus on the national issues, India must have compelled to establish relations with its small neighbor, Bangladesh.

India, moreover, considers that its interest is being hampered by the many activities of Bangladesh. So, both the countries have lack of confidence. After sign of deals on January 11, 2010, political analyst, civil society and political parties began discussions on

achievements and losses of Bangladesh. Many observed the prime Minister's visit as a significant change in terms of India-Bangladesh relations. To them, the success of this visit will rely on the next successful implementation of work plan. On the other hand, many opined that Bangladesh could not achieve much from this visit. Bangladesh accepted the India's claim of use of ports and the deal of combating terrorism by the high level meeting. But in response to these claims, Bangladesh could not get any thing of its claims of Tista's water distribution and dam on Tipaimukh. Moreover, Bangladesh weakened its bargaining capacity by accepting India's demands through the deal signed. According to foreign affairs analyst, economist and a section of former diplomats, 'there would open a new horizon in the arena of economic activities by the accords and memorandums of understanding'. To many, the government should have discussed the issues and reached an understanding in the parliament before arguments. In line with the view of renowned economist Professor Rehman Sobhan, discussions began through the high level meeting between Bangladesh and India to resolve the problems of boarders, conflicts over maritime boundary and water distribution including many other unsettled issues.

The solution to these complicated issues is not possible only with the high level meeting. There has to be created an environment on the Prime Minister's visit. To the former foreign secretary Riaz Rahman, India has gained more through the agreement. He termed the facility of use of Chittagong and Mongla ports offered to India as 'mega concession'. He alleged the ruling Awami League government that it had fallen the nation into a great danger through providing the facility of use of ports to the Indian government (*The Daily Star*, 17 January, 2010). To the President of Bangladesh Chamber of Commerce and Industry, Anisul Haq, non-tarrif barriers play a (NTB) drastic negative role in case of exporting products to India. There was no clear declaration on it. He recommended forming a strong committee for removing non-tariff barriers. According to former high commissioner Ashfaqur Rahman, the issue of stopping the kill of Bangladeshi nationals in the border areas was insignificant. Still it is considered as one of the vital issues of Bangladesh-India relations (*The Daily Star*, 17 January, 2010). Some individuals have urged the government to adopt specific work plans to implement the accords and memorandums of understanding as a process strengthening Bangladesh India confidence. Many emphasized on the need of collecting public support to the accord (The *Bangladesh Observer*, January 15, 2010).

Conclusion:

It is clear from the above discussions that there are mixed relations, arguments in favor of and against the accords and annulment of the accords and memorandums of understanding of Prime Minister's visit. India's interest is more inclined with the issues of signed three agreements and two memorandums of understanding. On the contrary, a huge number of Bangladesh's interests including the waters distribution of common rivers, stoppage of dam construction on Tipaimukh, assurance of Ganga water distribution in line with the accord, removal of tariff and non-tariff related barriers, justified resolution of maritime boundary conflict and getting back of South Talpatty, returning the three bighas corridorr according to Indira-Mujib accord in 1974 and stoppage of killing of innocent Bangladeshi nationals in the border areas by the Indian Border Security Forces (BSF) could

not get much importance. Bangladesh has lost the issues of bargaining with India, which is economically, culturally, and militarily strong enough, according to experts. India will have no more discussion with Bangladesh since it has accepted all of the Indian demands. The development of the relations is more important for Bangladesh than for both of the countries. Bangladesh has multi-dimensional problems with India.

The remaining problems will have to be taken into consideration to resolve economic, social and cultural crises of Bangladesh. The solution of these problems is not possible without India's help and spontaneous cooperation. So, besides governmental level bilateral efforts to resolve the problems, there need to have regional and international level discussions. However, the agreements on 10 January 2010 will play a long lasting role on future politics, economy, culture, climate and environment of Bangladesh. Bangladesh has to be prepared for the positive and negative outcomes of the accords. The degree of positive and negative results will rely on the implementation of the accords. In this regard, the government and the people will have to play highest careful and strategic role.

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Towards an Evaluation of Ombudsman in Bangladesh

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Abstract*:*

The Constitution of People's Republic of Bangladesh has provision regarding the office of Ombudsman. So the government of Bangladesh passed The Ombudsman Act- 1980. But the office of Ombudsman is not established till now. The negative impacts of non-establishment of Ombudsman office has already appeared from grass root level to the top level of public administration of Bangladesh. This article examines the present position of Ombudsman in Bangladesh. In these present circumstances the Ombudsman Act- 1980 needs to be changed because of some defects in this law and it is needed to take proper step to establish Ombudsman office. Here the researcher gives some recommendations about the present form of Ombudsman office.

Introduction:

One of the institutions that works to get emancipation from the maladministration of public servants, civil servants and ensures transparency of administration is Ombudsman. Many countries have adopted the provision of Ombudsman into their constitutions. In other states an Ombudsman has an established office and the people are receiving adequate remedy from them. But it is the failure of our elected governments that they are not being able to establish Ombudsman even after four decades of our constitutional establishment. As a result, corruption is spreading into every organ of the state, administration is acting arbitrarily, and people are deprived of obtaining proper remedy against abuse of power of administration. "Experience shows that normal judicial system is not effective in preventing such abuse of power."[1] In the present context of Bangladesh to protect the rights of citizens, to ensure accountability of administration and to get protection from the maladministration and abuse by the executive and other bodies, the establishment of ombudsman is badly needed.

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[1] Islam, Mahmudul, "Constitutional Law of Bangladesh", edition 2008 page-412.

Ombudsman:

Ombudsman is a Swedish word. "The modern concept of Ombudsman is a Scandinavian institution and Sweden was the first country to introduce this system."[2] Again, "The term Ombudsman was derived from the Germanic language and has its roots from the early days of Germanic tribes. The person who was chosen from a neutral group to collect blood money (Wergild) on behalf of the wrongdoer was called Ombudsman".[3] Also,

> "'Ombudsman' means 'a delegate, agent, officer of commissioner.' A precise definition of 'Ombudsman' is not possible, but Garner rightly describes him as 'an officer of Parliament, having as his primary function, the duty of acting as an officer of Parliament, having as his primary function, the duty of acting as an agent for Parliament, for the purpose of safeguarding citizens against abuse or misuse of administrative power by the executive."[4]

According to Bernard Frank, "Ombudsman means an office established by constitution or statute headed by an independent, high level public official who is responsible to the legislature, who receives complaints from aggrieved persons against government agencies, officials and employees or who acts on his own motion and has power to investigate, recommend corrective action and issue reports."[5] Thus, scholars from different perspectives give the definition of ombudsman.

From the above-mentioned definition following are the functions of Ombudsman. He is to inquire and investigate into complaints made by citizens against abuse of discretionary power, maladministration or administrative inefficiency and take appropriate actions. For that purpose, very wide powers are conferred on him. He has access to departmental files. The complainant is not required to lead any evidence before the Ombudsman to prove his case. It is the function and duty of the Ombudsman to satisfy him whether or not the complaint was justified. He can even act *suo motu.* He can grant relief to the aggrieved person as unlike the powers of a civil court, his powers are not limited.

Reason for Adoption of Ombudsman System:

In present times it has been felt that the existing machineries for adjusting and redressing grievances of the individuals increasingly tend to be inadequate to fulfill this purpose. Nowadays, the court has traditionally played a very important role in correcting abuse by administration. But a number of problems are associated with the role of the judiciary. Unlike the ombudsman system, the regular or ordinary courts cannot conduct informal investigation. Legislation is expensive, time consuming, slow and very complicated and cumbersome process. The judicial process is also highly impersonal and formal. On the contrary, the process of Ombudsman's investigation is informal and flexible and there is an element of personal touch and concern. Furthermore, as the complaint is required to pay a

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[2] Halim, Md. Abdul, "constitution, constitutional law and politics: Bangladesh perspective", edition 2009, page- 323.
[3] Cutchin, D. A., Guide to Public Administration. edition1981.
[4] Thakker, C. K., "Lectures on Administrative Law", edition-2001, page-344.
[5] Frank, Bernard, The Ombudsman and Human rights, edition-1986.

very nominal or no fee/deposit, the Ombudsman provides a much cheaper justice than the regular system can offer.

Criticisms against Ombudsman:

The Ombudsman system is not above criticism. Firstly, the Ombudsman can work only in small countries. In a large populous country, the Ombudsman cannot handle complaints without an equally vast bureaucratic organization. Secondly, the Ombudsman system creates a bureaucracy by itself; i.e., it forms a small bureaucracy within a big bureaucracy and with even more red tapes. Thirdly, the Ombudsman has no real powers and can recommend only. Government officials and agencies may listen to suggestions depending on their will. Fourthly, the Ombudsman tends to create the illusion that all is well with the governments. Fifthly, the office is adaptable only to parliamentary system of government. The system interferes with the ministerial responsibility in parliament. Sixthly, the process of Ombudsman impedes efforts to strengthen existing institutions. The courts, administrative tribunals are adequate and when required, reforms can be made to make them respond. Seventhly, the Ombudsman will not get support and assistance of the civil servants. Eighthly, the institution cannot be successfully transplanted from Scandinavian countries. Ninthly, the system relies a great deal on single individual, his personality, his judgment, his impartiality, and his independence. Finally, the Ombudsman is a part of the government establishment and tends to sustain its actions. In other words, the Ombudsman is a government technique used primarily to determine what is bothering the citizens without supplying an effective remedy.

Origins of Ombudsman:

The office of Ombudsman was created first in 1809 when Sweden adopted its new constitution. The office came to be known as the Ombudsman of the parliament or parliamentary Ombudsman. In 1915 the office of the military Ombudsman was created in regard to defence and military administration. In 1968 these two types of Ombudsman were amalgamated and now there are four parliamentary Ombudsmen working in Sweden. One of them is the chief parliamentary Ombudsman. Besides this parliamentary Ombudsman, there are some non-parliamentary Ombudsmen in Sweden like Equal Opportunities Ombudsman, Children Ombudsman, the Press Ombudsman, the Ombudsman against Ethnic Discrimination and the Consumer Ombudsman etc. Following the foot steps of Sweden the institution of Ombudsman was adopted in other countries like Finland in 1919, Denmark in 1955, New Zealand in 1961 and Norway in 1963. A similar office styled as Parliamentary Commissioner was created in UK in 1967 by the Parliamentary Commissioner Act, 1967. Australia created the office in 1973. So far there are 46 countries that have parliamentary Ombudsman. Among our neighboring countries Pakistan has successfully adopted this institution. In India Ombudsmen are known as Lokpal and Lokayakta. In Sri Lanka it has one Ombudsman known as Parliamentary Commissioner for Administration, which was introduced in 1981.

Table 1: Introduction of Ombudsman System in Various Countries:

Developed Countries	Year of Establishment	Developing Countries	Year of Establishment
Sweden	1809	Tanzania	1966
Finland	1919	Guyana	1967
Denmark	1955	Mauritius	1970
Norway	1962	India	1971
New-Zealand	1962	Sri Lanka	1971
Canada	1967	Fiji	1972
UK	1967	Zambia	1973
USA	1967	Nigeria	1975
Australia	1971	Nepal	1990
France	1973		

Source: Jinnah and Ehsan, Ombudsman in Bangladesh: A Review, Social Science Review, Vol. XVI. No (1999).

Legal Provision Regarding Ombudsman of Bangladesh:

Provision regarding Ombudsman shall bound in Article 77 of the Constitution of the People's Republic of Bangladesh. Under Article 77(1) Parliament may, by law, provide for the establishment of the office of Ombudsman. Article 77(2) provides The Ombudsman shall exercise such powers and perform such functions as Parliament may, by law, determine, including the power to investigate any action taken by a Ministry, a public officer or a statutory public authority. Article provides 77(3) The Ombudsman shall prepare an annual report concerning the discharge of his functions, and such report shall be laid before Parliament.

In spite of specific article in the constitution, after the four decades, no government took any effective step to establish the office of Ombudsman for the public interest. After eight years of enforcement of the constitution "The Ombudsman Act-1980 (Act no XV of 1980) was passed by the government and published as Gazette on April 9, 1980. But the government did not establish the office of Ombudsman. Thereafter from 1991 to present time there have been four democratically elected governments, but they also did not take enough steps to establish the office of the Ombudsman. But all these democratic governments promised to establish Ombudsman in their election manifesto. The reason behind this appears to be that if they establish ombudsman office they need to be more accountable.

A Critical Analysis of the Ombudsman Act, 1980 and Some Recommendations:

Following are the critical analysis of the present ombudsman system of Bangladesh and there are some recommendations:

1. Appointment Procedure: In a country like Bangladesh where there is a parliamentary form of Government, provisions made in the said Act, in particular under section 3 (1) that "There shall be an Ombudsman who shall be appointed by the President on

the recommendation of Parliament" is logical. But in the said Act, there is no room for the opposition who could also contribute to the recommendation process. In the absence of such specification, the Ombudsman would be naturally recommended by only the ruling party and as such his/her independence, acceptability and impartiality may remain questionable.

2. Tenure: According to the section 4 (1) of the said Act "The Ombudsman shall, subject to this section, hold office for a term of three years from the date on which he enters upon his office, and shall be eligible for reappointment for one further term." It is suggested that, the term of three years is not adequate. The President and the House of the Nation who will appoint him should remain in office, for a term of five years. It is, therefore, desirable that tenure of office should be equal to that of the President and the Parliament and be renewable for a further term depending upon his performance in the previous term.

3. Qualification: Regarding the qualification of the Ombudsman, the section 3(2) of the said Act provides, "Parliament shall recommend for appointment as Ombudsman shall be a person of known legal or administrative ability and conspicuous integrity." But a person with legal capability may not have the requisite administrative ability and similarly a person with administrative capability may not have the legal ability, which is more essential for the post of Ombudsman. So the Ombudsman must have both legal as well as administrative knowledge. Such provision must be reflected in the Act. In that case the word "or" should be replaced by the word 'and'.

4. Jurisdiction: The jurisdiction of the Ombudsman under section 6(1) includes "ministry", "statutory public authority" and "a public officer". The jurisdiction should be extended to 'local authority' and 'other public institution' too. As per Article 15, the Government may exempt any public officer or class of public officers from the operations of all or any of the provisions of the Ombudsman Act. This provision empowers the Government to limit the jurisdiction of the Ombudsman.

5. Power: The scope of the Ombudsman's power to punish any person for obstruction of the function of the Ombudsman has not been mentioned. The Ombudsman may turn to the President if an administrative authority refuses to follow his recommendations. But under the existing all-powerful parliamentary system of government in Bangladesh, the President does not have any executive power to implement the recommendations.

6. Function: According to section 6 of the said Act, the Ombudsman shall monitor and assess if the administration has conducted 'injustice' in exercising its powers. It is not spelt out on what basis the ombudsman shall assess if the actions of the administration are 'unjust'. The discretion of the Ombudsman should not be sole basis. The 1980 Act did not specify anything with regard to maladministration. Many of the public grievances are linked with the government servants' arbitrary conducts, better known as maladministration. If the Ombudsman cannot deal with them, the whole institution would break down. It is also not clear whether the Ombudsman can initiate cases on his own.

7. Independence: Lack of provision about the financial independence of the Ombudsman is a direct threat to its independence. The Ombudsman's core funding is directly under Ministry of Finance making the Ombudsman dependent on the Government. According to the section 17 of the said Act "The Government may, by notification in the official Gazette, make rules for carrying out the purposes of this Act." An obvious problem is that Government may try to influence the Ombudsman through making these rules.

8. Secrecy in the Name of State: Sec. 8 (5) of the said Act provides-

> No person shall be required or authorized by virtue of this Act to furnish any such information or answer any such question or produce so much of any document- a) as might prejudice the security or defense or international relations of Bangladesh, or the investigation or detection of crime; or b) as might involve the disclosure of proceedings of the Council of Ministers or any committee thereof; and for the purposes of this sub-section a certificate issued by a secretary to the Government certifying that any information answer of portion of a document is of the nature specified in clause (a) or clause (b) shall be conclusive and binding.

This power, which is given by the authority to the secretary, seems to be ridiculous and inconsistent with the very concept of Ombudsman, who is supposed to protect the citizens from the high handedness of bureaucracy. There is every possibility of the Secretary of being influenced by internal and external factors such as his own interest or the interest of his class or political pressure in exercising this authority in a country like Bangladesh. The Government could limit the Ombudsman's access to information.

9. Public Access: There is no provision concerning publication of the Ombudsman's annual report to the public. The Act is also silent about the non-government sectors. It is also not clear whether a complainant has to lodge a complaint to a higher administrative authority if it exists and wait for its decision before being allowed to file a complaint before the Ombudsman. Right to Information Act is also silent on this issue.

Concluding Remarks:

In a third world country or developing country like Bangladesh the administration is highly corrupted and human rights are often violated. In fact, development process is interrupted for corruption, bureaucracy and red tape barrier. The Anti-corruption Commission and Human Rights Commission failed to give proper remedy to the common people of Bangladesh and judiciary of Bangladesh fails to provide justice for political appointment of judges in the higher judiciary. In the present circumstances, to get emancipation from these unpleasant situations the establishment of an Ombudsman is a crying need of the time. Therefore, the existing appointment procedure, tenure, qualification, jurisdiction, power and function of Ombudsman need change according to recommendations. But only law is not enough. The Ombudsman also requires substantive experiences and insight into public administration.

Development of the Underprivileged Youth Entrepreneurs: Issues and Policy Support

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Abstract

This article focuses on the issues and constraints affecting the underprivileged youth entrepreneurs and pledges proliferation proponents for their development. Entrepreneurship is an imperative to spur this process. It is agreed that enterprise initiative with virtual qualities can accelerate the industrialization process. The researchers have scrupulously reviewed the relevant credentials and literatures which pledge strategic supports for underprivileged entrepreneurs. It is agreed that capital, non financial supports and policy interventions will accelerate entrepreneurship development and enterprise creation.

Key Words: *Youth entrepreneur, Policy paradigm, Proposition, Credentials, Meticulous exposition.*

1. Introduction

More than five hundred million young people will enter the workforce within the next decade. Nowadays, around 66 million young people are unemployed and an even higher number are underemployed. Overall, the unemployment rate of young people is two to three times higher than that of adults as per the observation and estimation made by International Labour Organization (ILO). A generation without the hope of a secure career is a burden for the whole of society. In that case, encouragement of youth entrepreneurship could help to lessen the burden to a great extent.

Bangladesh with its existing human resource endowment can propitiate development process. Entrepreneurship is an imperative to spur this process. Enterprise initiative with virtual qualities can accelerate the industrialization process. For this, the youth workforce may be motivated by policy interventions. This paradox should contain the attributes of enterprise initiative by the youth workforce. The important proponents of the policy paradigm may be the following:

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a) Development of entrepreneurial skill through training and capacity building;

b) Venture capital and technological support for project launching;

c) Counselling service for enterprise management and marketing of products/ services;

d) Policy provisions to support the youth entrepreneurs.

2. Objectives

Objectives of this article are to focus on the issues and constraints affecting the underprivileged youth entrepreneurs and pledge proliferation proponents for their development. Objectives of this article map the following:

a) To identify constraints facing the underprivileged youth entrepreneurs;

b) To design a development paradigm for them;

c) To recommend propositions for acceleration of venture initiatives by the underprivileged youth.

3. Literature Review

Bangladesh economic review and research papers articulate that 33.29% of the total population in Bangladesh falls within the age group of 15-34. Among them 27.38% live in the rural areas while 5.89% in urban areas. Growth in employment opportunities falls behind the growth in population. In a study it was commented that the labor force grew at a much faster rate than the growth in population. The trend in employment between 2000/2001 and 2009/2010 indicates that the non-agricultural sectors are the principal engine for creating jobs. The bulk of the employment generation between 2000/2001 and 2009/2010 took place in the informal sector.

Probably the early paradigm of sustainable living indicates one should know how to fish. If we think about today we can see that there are not so many fishes in the ocean; so, we should teach people how to create fish. In a recent Roundtable Report (2011) produced by Planning Commission of Pakistan Government it was found that three major factors might promote the entrepreneurial culture: funding, mentorship and networking. The discussion in various sessions proposed setting up of an "Angel Network," which shall aim to tackle the problems by providing mentoring to youth entrepreneurs and then introducing them to high network individuals (angels or venture capitalists), from whom they might be able to get funding, mentoring and access to contacts or networks.

Keeping the economic state, sector performance and unemployment situation in mood, scholars nowadays are more prone to think for youth entrepreneurship development in a socially responsive manner. They widely generate ideas to dose cluster or community based industrial development. The reason of such generic motive lies in the intrinsic imperatives of small capital investment in ventures, indigenous skills and technologies, local market appeal for products etc. Recently researchers have opined that the countries where youth

entrepreneurship has advanced, the economy is usually steady and by contrast, where youth entrepreneurship is constrained by socio-political and economic impediments economies are in stagnant condition. In such case, social capital and policy interventions should interact to support entrepreneurship development and enterprise creation. In a recent focus group discussion (FGD) of the underprivileged youth organized by the researchers, the participants have opined that they have limited access to material resources, land, capital and training. They have also expressed frustrated views on social economic state which impedes economic progress. For this they urged to gear and bond community awareness.

In a study (Sarker, 2008) it was exposed that youth entrepreneurs are the best managers to accumulate and utilize social resources. Another presentation articulates that youth is now a little bit organized. Trade bodies, at present, integrate the issues of this section and place recommendations for inclusion into policy paradigm.

4. Methodology

For this paper, the researchers have scrupulously reviewed the relevant credentials and literatures. They meticulously conceptualized the essence of the study imperatives. The researchers organized three meetings with the under privileged youth entrepreneurs. Participants were about ninety and five eminent microfinance practitioners and about fifteen professionals of three large NGOs had a clear insight of the issue. They have also studied the articles in the international journals and articulated the attributes in this paper.

5. Findings

5.1 General:

Entrepreneurial quality is an imperative to augment the development process. This pertinent element is viewed as the basic potent of industrialization. We know that venture initiatives need entrepreneurship and affiliation of resources. These proponents should be integrated towards the industrialization process. In the focus group discussions, youth entrepreneurs expressed the following views:

a) Social resources should be directed towards the industrialization process. For this social attitude and mind set should be changed;

b) Underprivileged youth entrepreneurs need community support;

c) Individual family commitment should be awarded for enterprise initiative.

Ingredients of ventures initiatives have inherent relations with development interventions. Participants in Focus Group Discussions (Focus group means the group of underprivileged youth entrepreneur) viewed the following factors impeding youth entrepreneurship development:

a) Financial resource as floatation fund;

b) Marketability of output/ service;

c) Competition risk;

d) Sustainability of production option etc.

5.2 Constraints:

a) Financial Institutions sometimes adopt negative attitudes towards the poor youth entrepreneurs due to high default risks;

b) Skill development is not the priority interventions of the cooperating agencies. Policy strategy of economic emancipation of the underprivileged youth entrepreneurs is impeded by negligence of skill development training;

c) Most credit programs for the poor entrepreneurs are over-concerned with the repayment issue. In fact, the success of a program is judged by its repayment performance. This tends the supporting agencies to emphasize on recovery of credit not on utilization or giving less emphasis on IGAs;

d) There is an observation that poor entrepreneurs are often dependent on subsistence farming as their main source of livelihood. Given the high risks of agricultural activities and the unique requirements of financing such activities (payback of loans, for instance, can only take place after the production period, which often lasts several months), the supporting agencies usually shy to lend them.

5.3 Needs Proponents:

Underprivileged entrepreneur needs strategic support for entrepreneurship development and enterprise creation. For these the following propositions should be taken into consideration. Enterprise creation of development can be propitiated by applying the following proposition of 3-stage cycle of entrepreneurship development consisting of stimulatory, support and sustenance:

Stage 1: Stimulatory

- Entrepreneurial education;

- Advocacy of income earning opportunities;

- Identification of potential hard core poor;

- Evolve locally suitable income generating activities;

- Motivation to involve them in income generating activities;

- Help and guidance in selecting the income generating activities.

Stage 2: Support

- Arranging finance;

- Providing information about best IGAs;

- Guidance for selecting and obtaining machinery;

- Offering management consultancy;

- Help marketing product.

Stage 3: Sustaining

- Helping diversification/expansion of the existing income generating activities;

- Additional financing if required;

- Deferring repayment/interest;

- Product reservation/creating new avenues for marketing if involving manufacturing.

5.4 Discussion

The contexts of income generation issues have a causal relation with entrepreneurship development and enterprise creation. This urges for strong bonding of social, political, and economic cooperation. A recent inventory by BSCIC/Ministry of Industries indicates that up to June 2010, there were 0.77 hundred thousand small industries and 6.30 hundred thousand cottage industries in Bangladesh. About 70% of these enterprises are run by the youth entrepreneurs. Among them youth entrepreneurs in urban areas have good financial stand, while 80% of youth entrepreneurs in rural areas are underprivileged. Participants of FGDs also support this exposition. They outlined the following intrinsic features of the poor and underprivileged youth entrepreneurs:

a) Poor and underprivileged are isolated and disadvantaged;

b) They believe in fate or luck;

c) They remain out of employment opportunities and have no savings;

d) They are out of supporting niches of the NGOs;

e) Extreme poor standing keep them away from help lines;

f) Their household income is unstable and insufficient to meet basic needs.

5.5 Imperatives of Micro Finance in Entrepreneurship Development

Micro finance strongly supports underprivileged young entrepreneurs. The potent of micro finance is featured by the following proponents:

a) Financial need is met almost in time of need;

b) Employment opportunities are created;

c) New income generating activities are sourced out;

d) Savings are encouraged.

Micro finance has become a strategy to support the youth entrepreneurs in rural areas who are not under the purview of formal financial services. Access to credit and deposit services are the way to provide the youth with opportunities to take active role in their respective economies through income generation, bargaining power and social empowerment. This is also well focused in various reports and publications. In our country, Micro Finance Institutions (MFIs) have aim to reach the poor entrepreneurs, but apparently they rarely serve them. Most of them reach the "well off group" in much greater numbers than the "poor entrepreneurs". The extent to which micro finance programs are able to reach the poor entrepreneurs remains an open debate. This may be due to the fact that the underprivileged youth entrepreneurs might be unable to repay their loans which will thus jeopardize the creditworthiness of the entire trade.

6. Conclusion

The contexts of income generation issue have a relation with entrepreneurship development and enterprise creation. This urges for social, political, and economic cooperation. In Bangladesh youth entrepreneurs are constrained by socio-political and economic impediments. For this social capital and policy interventions should interact to support entrepreneurship development and enterprise creation.

7. Recommendations

The pivotal role must be played by the government as a coordinator, facilitator, disseminator, and obviously regulator. It is the responsibility of the government to make free and get rid of the road-blocks so as to maintain a congenial as well as secure environment for investment. The government should design and implement different programmes at different times to invigorate the underprivileged youth entrepreneurs. However, government might involve the private sectors when necessary and up to a certain level and in some selected areas.

Underprivileged entrepreneurs need two-pronged strategic supports– entrepreneurship development and enterprise creation. Suitable financial product will be an input to support their enterprise initiative and with this entrepreneurship development training should be embedded. Besides, the following proponents may be taken in consideration:

— The central bank should fix up a target for each bank to finance underpreviledged youth entrepreneurs;

— Separate bank or banks may be established for youth entrepreneurs;

— A comprehensive credit policy should be initiated under the direct supervision of the central bank in order to create access of youth to finance. The policy should contain a provision of collateral free loan, credit without interest or low rate of interest, loan for long time duration, and so on;

— Gender cell may be esablished to facilitate the female youth entrepreneurs;

— Awareness of business opportunities and support services offered by various agencies should be targeted towards youth entrepreneurs.

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Status of Tourism Research in Bangladesh:
A Review of Literature

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Abstract

Tourism is considered the largest trade sector of the world and many countries are gradually becoming more dependent on this sector for their economic growth. Compared to the global scenario, the growth of this sector in Bangladesh has truly been alarming though a huge potentials lie in this sector. This paper deliberately attempts to portray the academic studies so far conducted in the tourism industry of Bangladesh. The write-up also suggests that Bangladeshi researchers should have more focus on tourist satisfaction studies for a notable growth of this sector in the country.

Introduction

Services are brought to the customers in traditional service industries. But in the case of tourism industry, customers are brought to the tourism services (Holloway and Robinson, 1995, p. 128). Burkart and Medlik (1989) claims, "Tourism is the totality of relationship and phenomena arising from the travel and stay of non-residents in so far as they do not lead to permanent residence and are not connected with any earning activity." Shafi (1985) defines tourism as a service-product that consists of different components, such as attractions, facilities, and accessibility to the destinations - which cannot be transported to the customer.

The Worldwide Growth of Tourism as a Service Sector

The growth of global tourism industry has been astounding and many countries, at present, depend on tourism as a major source of foreign exchange earning (Rao, Thomas, and Javalgi, 1990). Tourism has emerged as the largest business in the world which accounts for about 12% of the world's gross national product with USD 2 trillion spending annually (Waters, 1987).

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Since 1950, this industry has expanded 24 times in respect of tourist traffic. The global tourism earning, in 1950, was USD 2 billion and it reached as high as USD 443 billion in 1997 (Saleh, 1999). In the year 2000, the worldwide tourist movement was 698.3 million and the worldwide foreign exchange earning was USD 476 billion (Hossain, 2001).

The World Tourism Organization (WTO) forecasts that the international tourist arrival will reach 1.6 billion people with an annual earning of USD 2 trillion by 2020 (Shamim, 2000). Davidson (1994, p. 10) stated that next to petroleum sector, global tourism emerged as the second largest foreign exchange earner. However, the scenario further changed quickly in favor of tourism industry. At the end of June 2000, tourism become the largest trade sector in the world, even larger than oil and petroleum business and defense equipment sales (The Financial Express, 2000).

In 2004 the global tourist arrival was 761 million with the receipts of USD 633 billion and the trend grew even higher in the following years. Tourist arrivals in 2005, 2006, and 2007 were 803 million, 847 million, and 903 million with USD 680 billion, USD 742 billion, and USD 856 billion receipts respectively (UNWTO, 2007, cited in Bangladesh Parjatan Corporation, 2007, 11). A WTO report confirmed that two-thirds of the workforce in the developed countries of the world were engaged in service sector and a 25% of these workers were involved in tourism related jobs (Economic Review of World Tourism, 1986). In Asia Pacific alone, about 35 million workforce is engaged in tourism industry (Travel Bangladesh, 2003). In terms of creating opportunities for employment, tourism industry has become the single largest employer in the world (Bhuiyan, 1994).

Tourism Industry of Bangladesh

The tourism industry of Bangladesh embarked on growing in the mid-late 1990s supported by the country's escalated exposure in trade and relatively stable political environment (Bangladesh Parjatan Corporation, 2004). The Industrial Policy of 1999 labeled tourism industry as a 'Thrust Sector'. Earlier in the National Tourism Policy in 1992, the contribution of this sector to national economy was recognized (Bangladesh Parjatan Corporation, 2004).

Bangladesh Parjatan Corporation (BPC), the National Tourism Organization of the country was established in November 1972 under the Ministry of Civil Aviation and Tourism, and it came into operation as an autonomous organization in 1973 (Bangladesh Parjatan Corporation, 2007). The responsibility of BPC is to develop tourism infrastructure, discover and promote tourism products, and create positive image of the country to the international community. The tourist facilities, so far, created by the BPC include hotels, motels, cottages, youth inns, restaurants, duty free shops, and land & water transports at different tourist spots of the country. The BPC developed a total of 25 hotels/motels and restaurants with the capacity of 1219 hotel-beds and 1582 restaurant seats in the country (Bangladesh Parjatan Corporation, 2007).

Bangladesh Parjatan Corporation, with the help of the United Nations World Tourism Organization (UNWTO) and United Nations Development Program (UNDP),

formulated a 'Strategic Master Plan' for integrated development of tourism in 1990. Even before that, to develop human resources for the tourism sector of the country, BPC established its training wing in 1974, known as The National Hotel & Tourism Training Institute (NHTTI). As part of promotional program, BPC regularly participates in major tourism exhibitions in many different countries of the world. In 2007, BPC participated in trade and tourism exhibitions in India, Germany, and China.

Compared to the global tourism growth in the last two decades, the tourism industry of Bangladesh could not make notable progress (Hossain and Firozzaman, 2003, p. 8). In 2006, the international tourist arrival in the SAARC nations was 7.1 million and in Bangladesh it was only 0.2 million. Similarly, with respect to foreign exchange earnings in the SAARC region in 2006 which stood at USD 11261 million, the earnings from tourism activities for Bangladesh was only USD 80 million (UNWTO, 2007, cited in Bangladesh Parjatan Corporation, 2007, p. 11).

However, for a 10-year period from 1998 to 2007, it was observed that the tourist arrival in Bangladesh was mixed, but significantly improved in the year 2007. The following table shows the trends in tourist arrival for the stated periods:

Table 1 Foreign Tourist Arrival in Bangladesh

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Arrival	171961	172781	199211	207199	207246	244509	271270	207662	200311	289110
% change	-5.73	0.48	15.30	4.01	0.02	17.98	10.94	-23.45	-3.54	44.33

Source: Bangladesh Parjatan Corporation, 2007 (p. 12)

The foreign exchange earning from tourism and other travels during the period from 1998 to 2007 was also mixed which can be seen from table 2 as follows:

Table 2 Foreign Exchange Earning from Tourism in Bangladesh

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Earning (million USD)	52.37	49.95	50.37	47.56	57.21	56.98	66.82	70.01	80.44	76.40
% change	-10.45	-0.12	7.14	1.02	24.82	-0.08	19.87	13.27	23.07	-4.80

Source: Bangladesh Parjatan Corporation, 2007 (p. 13)

According to the prediction of the WTO, the 21st century will observe a boom in world tourism, especially in developing countries, as people will be traveling more often, with frequencies from two to four times in a year (Siddiqi, 1997a). Thus, tourism marketers

of Bangladesh as well as the Government of the country should exploit this huge business opportunity by formulating an effective national tourism policy with focus on tourist satisfaction to ensure sustainable growth of the industry.

Tourism Studies in Bangladesh Context

The number of studies in the tourism sector of Bangladesh in comparison with the global volume is very insignificant and almost all of these studies with a few exceptions focused on descriptive analysis of the industry. Following are the major studies conducted in the travel & tourism industry of Bangladesh.

a. Status of Tourism Development

Ahmed (1987) investigated the trends and prospects of tourism development in Bangladesh. He advocated the need for infrastructure development before promoting the country as a tourist destination. He also identified that insufficient number of quality accommodations and restaurants is a big problem for the travelers of Bangladesh. Chowdhury (2002), in his doctoral thesis titled 'Tourism industry in Bangladesh: An empirical study on its present patterns and strategies for development' explored the current status of tourism sector in the country. The study revealed that foreign tourists traveling Bangladesh encounter a number of problems including language, lack of adequate number of good restaurants, and poor transportation system. He suggested that tourism in Bangladesh should be viewed holistically. Uddin and Ahmed (2005) attempted to identify the present status and performance of tourism sector in Bangladesh with respect to tourist arrival and foreign exchange earning. The researchers asserted that both public and private initiatives can help develop the tourism industry of the nation.

b. Image

Chowdhury (2000) took an effort to explore the image of Bangladesh to foreign travelers. The author proposed that Bangladesh should try to attract quality tourists, not the quantity of them. He added that the National Tourism Organizations of the SAARC nations should develop some joint programs and promotional campaigns so as to attract more foreign tourists within the region. Hossain and Nazmin (2006) also investigated the foreign travelers' perception on Bangladesh as a travel destination. The study revealed that the international tourists were not happy with the destination facilities including accommodation, recreation, games & sports, shopping, entertainment, and performance of tour operators. The suggestions of the researchers included developing strategies to combat media terrorism, launching and implementing effective promotional campaigns, ensuring security measures for tourists, ensuring good governance & corruption free society, keeping tourist spots and destinations neat & clean, and modernizing the outlook of the local people. Hossain (2002) examined the foreign tourists' attitudes towards the marketing mix elements of the tourism industry in Bangladesh. The study revealed that Bangladesh is rich as a tourist destination with respect to its scenic beauty, while the amenities and facilities at the tourist spots are significantly poor according to the judgment of the foreign travelers. Moreover, Hossain (2002) identified some marketing constraints including shortage of destinations/tourist spots, underdeveloped channel of distribution/network, unreasonable prices of facilities and amenities, unplanned and poor promotional campaigns, and misconception of the potential foreign tourists about Bangladesh.

c. Potentials for Tourism Development

Potentials for tourism development in Bangladesh were explored by Hossain, Rahman, & Khan (2005). Hossain et al. (2005) recommended that the Government of Bangladesh should support funding more new projects and renovate the existing ones for the overall development of the tourism industry of Bangladesh. They also argued that more domestic tourists should be attracted before attracting foreign tourists. Quddus (2000) pointed out some problems of tourism industry of the country and contended that the tourist attractions in Bangladesh are not superior to those of other Asian countries.

d. Amenities

Hasan and Chowdhury (1995) studied the status of hotels and restaurants in Bangladesh and their contribution to the overall development of tourism in the country. They revealed that there is only very limited number of official statistics on hotels and restaurants in the country. Most of the hotels of premium-class are located in Dhaka, Chittagong, and Cox's Bazar with very high room rates resulting in significantly low level of occupancy. They also found that there is a dearth of adequate number of quality restaurants throughout the country. The authors suggested that a good number of quality accommodations accompanied by quality dining facility should be developed and the room tariffs should be made affordable for the domestic visitors. Afroz (2008) identified some attributes motivating tourists in selecting hotels at destinations. The study revealed that the most important attribute for selection of a lodge was safety & security; followed by some 6 attributes including comfort, nearby dining, laundry, cleanliness, drinking water, and pool respectively.

e. Tourism Promotion

Hossain and Firozzaman (2003) came up with a research monograph titled 'Strategic promotional approaches to developing tourism in Bangladesh'. The authors analyzed the promotional strategies so far employed for the development of tourism in Bangladesh and measured the performance of those promotional campaigns in particular. The study equally identified the problems and limitations pertaining to tourism promotions and suggested some measures for policy framework and managerial implications. Kamal and Chowdhury (1993) studied the marketing orientation in tourism sector by making a case analysis of Biman Bangladesh Airlines. They found that compared to other international airlines of the SAARC nations, the promotional initiatives by Biman Bangladesh Airlines are not noteworthy at all.

f. Role of Tourism Organizations

Hossain, Uddin, Sheel, and Islam (2003) investigated the role of different tourism organizations involved in the distribution of tourism services of Bangladesh. Six different types of organizations involved in the distribution of tourism services were considered for primary data collection that included Bangladesh Parjatan Corporation (BPC), private tour operators, airlines, travel agencies, hotels, and restaurants. Hossain et al. (2003) also identified some constraints related to the distribution of tourism services in Bangladesh such as poor access to destination, small number of tour operators, insufficient airline services,

insignificant roles of travel agencies, shortage of trained guides, inadequate role of BPC, and lack of innovative marketing ideas. Inadequate roles of tourism organizations including Bangladesh Parjatan Corporation, non-professional services of tour operators, travel agents, and airlines were perceived to be the major problems in Bangladesh tourism as identified by Kamal and Chowdhury (1993). Moreover, the role of the government of the country for the backwardness of the industry was highly criticized by Das (1999); Shaker (2002); and Siddiqi (2003).

g. Leisure Spending Behavior

Hasan (1990) depicted the picture of leisure spending behavior of the people of Bangladesh and incorporated the marketing significance of such behavior. He found that majority of the people in Bangladesh spend their leisure watching television, visiting relatives, or simply sitting idle at home. He claimed that the recreational and academic value of travel and tourism can be properly communicated to the general public of the country through mass media so as to increase the propensity to traveling and in doing this travel and tour expenditures should be brought down within the reach of the common people.

h. Other Tourism Studies

In addition to the studies listed above, some other studies traced the problems associated with the growth of this industry. These include - poor transportation system, complex airport formalities, inadequate allocation of funds in tourism industry by the Government of Bangladesh, lack of synchronized master plan for tourism development, frequent changes in the top position of the national tourism organization, lack of promotion, and inertia of private entrepreneurs to invest in the sector - which were found to be hindering the growth of this industry in the country (Mondal, 2003; Rahman, 1996; Talukder, 1984).

Bangladesh has also been suffering from image problem (Haque, 2003). Moreover, insecurity and unavailability of tourist information (Hossain, 1999, p. 3) cause the foreign travelers not to make a trip to Bangladesh as a tourist destination. Some researchers (Ahmed and Sarkar, 1997; Hasan, 2001; Patwari, 1993) asserted that tourism growth in Bangladesh has been stumbling due to lack of modern technology and resources; whereas Karim (2003) argued that this is simply due to absence of appropriate management in the sector.

Trends in Global Tourism Studies - Lessons for Bangladesh

Customer satisfaction is one of the most frequently studied topics in the tourism and hospitality field since it plays an important role in survival and future of any tourism products and services (Gursoy, McCleary, and Lepsito, 2003). Satisfaction measurement is considered the central concept in understanding tourism behavior and a vast number of studies were conducted internationally in the area of tourist satisfaction (Ross & Iso-Ahola, 1991). However, it has been observed that in this regard the Bangladeshi researchers are simply lagging far behind. No attempt regarding tourist satisfaction has been made in the context of Bangladesh except one study (Hossain, 2011)- which attempted to evaluate the satisfaction of Bangladeshi tourists by identifying the gap in hotel service quality through the

application of SERVQUAL model (Parasuraman, Zeithaml, and Berry, 1985, 1988). Apart from that, most of the studies so far conducted in the tourism industry of Bangladesh were either exploratory or descriptive in nature- which cannot help answer to the 'why' aspects of the industry. As a result, the tourism marketers of the country are still in dark regarding their customers' (tourists) underlying causes of satisfaction or dissatisfaction. Thus, more and more inferential and associational studies are required to be conducted in this industry to understand the 'why' aspects of customer (tourist) behavior.

Conclusion

Experts are unanimous that Bangladesh possesses great potentials for the development of tourism in general and eco-tourism in particular (Siddiqi, 1997b). Bangladesh can boast of possessing the longest beach of the world - Cox's Bazar; the world's largest mangrove forest - the Sundarbans; fascinating spots like Himchari, Teknuf, Inani Beach; Buddhist Temples at Ramu; and islands like Sonadia, St. Martins, and Moheskhali (Bangladesh Parjatan Corporation, 2004, p. 29). Bangladesh can also take pride of having diversified blissful ecstasy of Chittagong Hill Tracks, colorful lifestyles of the tribal people at Rangamati, Khagrachari, Bandarban, Sylhet, and Mymensingh. Moreover, the country is rich in a good number of archeological sites, historical mosques, pilgrim attractions, monuments, rivers, lakes, waterfalls, and tea gardens. Above all, the people of the country are very hospitable in nature (Bangladesh Parjatan Corporation, 2004, p. 24). This sector is highly expected to make a worthy contribution to poverty alleviation and socio-economic welfare of the country (Rahman, 2004). All the problems associated with this industry can truly be converted into huge opportunities if proper steps are taken at the right time. In this regard, the right kind of academic research studies with fundamental focus on tourist satisfaction with amenities & facilities, tourist behavior, and promoting tourism image of the country should be conducted on a wider scale.

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An Emerging Paradigm for Conservation and Sustainable Use of Biological Resources in Bangladesh

Sharifa Sayma Rahman*

Abstract*:*

Life on earth depends on the interaction of many different plants and animals. The most straightforward definition of biodiversity is variation of life at all levels of biological organization. Biodiversity is a broad concept. This article projects from secondary data and information. It is based on literature survey and tries to identify the major problems related to biological resources and how they affect the depletion of biodiversity in Bangladesh. This article aims to provide direction on how the potential effects of the degradation of biodiversity can be factored into policy making. The objectives of this article are to have an overview on biological resources and to determine the disastrous factors involved in the changing biodiversity and destruction of ecology in Bangladesh. This article gives special attention to find the root causes of biological destruction and to find the factors responsible for biological crisis. This article also highlights the gap between policy and its implementation on biological resources in Bangladesh.

1.1 Introduction:

Bangladesh is fortunate to be extremely rich in biodiversity both in its forest and wetlands, some of which are termed as protected areas. It is indispensible to protect the remaining forest and bio diversity of the country, not only as a national heritage but also as a legacy for all mankind for example- the Sundarbans have been declared as a world heritage site. Biological diversity or "biodiversity" refers to the variety of life on earth. Biodiversity is under threat in many areas of the world. The United Nations proclaimed the 22nd of May as 'The International Day for Biological Diversity (IBD)' and the year 2010 has been declared as the international year of Biodiversity to increase the awareness of biodiversity issues.

Conservation of biodiversity and its use in sustainable development have been hampered by many hindrances. The conservation and sustainable use of biological resources across all area of the national economy, the society and the policy-making framework is a multifarious challenge at the heart of the Convention on Biological Diversity (CBD). This will mean cooperation with many different actors, such as regional bodies and organizations. Integrated management of natural resources, based on the ecosystem approach, is the most effective way to promote this aim of the Convention. The Strategic Plan can encourage broad-based action by bringing about a union of actions around agreed goals and collective objectives.

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1.2. Definition of Biological Diversity:

The Convention on Biological Diversity 1992 (CBD) defines biodiversity as "the variability among living organisms from all sources including inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part, this includes diversity within species, between species and of ecosystems".

Ecosystem Diversity refers to the variety and frequency of different ecosystems. An ecosystem is a dynamic complex of plant, animal and microorganism communities and their non-living environment interacting as a functional unit such as the forest ecosystem, the wetland ecosystem.

Species Diversity refers to the frequency and diversity of different species within a geographic area as an ecosystem such as mango, tiger.

Genetic Diversity refers to the frequency and diversity of different genes and /or genomes. In the definition of biological diversity, genetic diversity is represented by the phrase "the diversity within species" such as the fazle, lengra, chosa varieties of mangoes. The five major biodiversity-related conventions are-

(i)The Convention on Biological diversity 1992 (**CBD**),

(ii)The Convention on International trade in Endangered Species of Wild Fauna and Flora 1973 (**CITES**),

(iii)The Convention on the Conservation of Migratory Species of Wild Animals 1979 (**CMS**),

(iv)The Convention on Wetland 1971 (popularly known as the **RAMSAR Convention**), and (v) the World Heritage Convention 1972 (**WHC**).

1.3. Interrelationship between biological resources and sustainable development:

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met only in the present but also for future generations. It is the Brundtland Report (1987) which has given the concept specific focus and has been responsible for its current popularity. The field of sustainable development can be conceptually broken into three constituent parts: environmental sustainability, economic sustainability and sociopolitical sustainability.

Now to make biodiversity sustainable is one thing and to practice sustainable use biodiversity is another. Making biodiversity sustainable is the process and sustainable use of biodiversity is the technique. It is important that we shall have to understand the process of making biodiversity sustainable and the techniques are to be adopted for its use at the same time.

Sustainable use of biodiversity is measured under the headings- 'Direct-use value', 'Indirect-use value' and 'Non-use value'. Direct-use value includes food, medicine, biological control, industrial materials, recreational harvesting and ecotourism. Indirect-use

value deals with biodiversity and ecosystem function for maintenance of soundness of environment as a whole. Non-use value provides options value, bequest value, existence value and intrinsic value. All use values of biodiversity are possible to be sustainable when conservation of biodiversity is made sustainable. Truly sustainable development requires entities to redefine their policies on land use, food, water energy, employment, development conservation, economics and trade.

Bangladesh still has a sound environment for different species such as bird, insects and so on. Commercial trades are not concerned with the sustainable use and production of the species at all. This over-exploitation led imbalances in bio-diversity. These species and insects play important role in agriculture and fisheries. Thus, loss of bio-diversity is a threat for productivity in agriculture and fisheries.

2.1. Ecosystem Diversity in Bangladesh:

The ecosystems of Bangladesh can be placed under 4 broad types viz, coastal and marine ecosystem, island fresh water ecosystem, terrestrial forest ecosystem and man-made ecosystem (Daniels, 2003).

a) Coastal/marine ecosystem: Bangladesh is best known for its extensive coastal and marine ecosystems in the world. The Sundarbans is of global importance as the largest mangrove forest in the world and the Cox's Bazar is distinguished as the world's longest beach.

The Sundarbans is one of the most diverse mangrove ecosystems of the world. It had been identified 334 species of plants in the Sundarbans, but currently, only 123 such species exist (Prain. D. 1903). Sundari (Heretiera fomes) and Gewa (Excoecaria agallocha) are the dominant species. The Sundarbans is currently the last abode of some of South Asia's threatened mega fauna including the Bengal tiger (Panthera tigris), Gangetic dolphin (Platanista gangetica), Irawaddy dolphin (Orcaella brevirostris), saltwater crocodile (Crocodilus porosus). In all, 425 species of vertebrate animals (excluding fish) have been reported from this ecosystem. The masked finfoot (Helipais personata) and the globally threatened lesser adjutant stork (Leptoptilus javanicus) birds are available here. The 176 species of fish that are known from the mangroves of the Sundarbans render this ecosystem one of the 'hot spots' of Bangladesh's fish diversity.

A large number of offshore islands are scattered in the Bay of Bengal. Narikel Jinjira is the only coral is bearing island of Bangladesh. The Meghna flood plains of Noakhali and Lakshmipur districts are flooded by saltwater, seasonally, which attracts a wide variety of birds, including migratory ones. Rare species of birds including the Indian skimmer (Rhynchops albicollis) visit this ecosystem. The beaches and sand dunes also attract sea turtles. This extensive open water ecosystem extends southwards into the Bay of Bengal.

b) Inland freshwater ecosystems or wetlands:

Haors: Haors are large saucer-shaped flood plain depressions located mostly in north-eastern region of the country covering about 25% of its entirety. There are altogether 411 haors comprisisng an area of about 8000 km dispersed in the districts of Sunamgonj, Sylhet, Moulvibazar, Hobigonj, Netrokona and Kishoreganj. The haors are enriched with various aquatic flora and fauna including 140 species of fish. About 8000 migratory wild birds visit the area annually. The largest haor in the country is ***Hakaluki Haor*** which consists of more than 80 inter-connected beels. ***Tanguar Haor*** is one of the largest inland water bodies laying in the northeastern part of Bangladesh in the floodplain of the Surma River. Tangua haor was declared a "Ramsar site" of global significance in 2000 for its unique biodiversity reserves. It provides habitat for at least 135 fish, 11 amphibian, 35 reptiles and 208 bird species, including 92 species of water bird, and 98 migratory bird species. Tanguar supports a rich fishery – a primary source of income for 50,000 to 2, 00,000 people – and is regarded as one of the country's richest breeding grounds for freshwater fish. The net value of its wetland products (mainly fish) is estimated at US$ 1.6 million.

Beels: There are several large and small beels in the active floodplains of the Surma-Meghna, the Brahmaputra-Jamuna, and the Ganges-Padma river systems. Thousands of beels are different sizes. Some of the most commonly known as Chalan beel, Gopalganj-Khulna beel and Arial beel. The term beel is synonymous to baor, and familiar in greater Comilla, Faridpur, Dhaka and Pabna districts. Many of the beels dry up in the winter but during the rains expand into broad and shallow sheets of water which may be described as fresh water lagoons.

c) Terrestrial ecosystems: Only 20% of the country's land area may be considered as terrestrial although large parts of the alluvial and coastal plains have been reclaimed for agriculture and human habitation over the years.

Hills: Of the terrestrial ecosystems, the hill ecosystem covers around 12% of the country's land area. Hills in Bangladesh are largely confined to the north, northeast and south-eastern limits of the country.

Undulating Terrain: The northern undulating terrain ecosystem is part of the Himalayan Piedmont Plain Bio-ecological Zone (Nishat.A. pp 141; 2002). The largest concentration of the ecosystem is in the northwest in the Tentulia-Panchgarh regions, spreading as a narrow corridor further eastwards through Jamalpur, Netrakona, Sherpur and Sunamganj along the Bangladesh-India border till about northern Sylhet.

The Barind Tract: This tract is locally known as Barendra Bhumi. It is situated in the upper half of north-western Bangladesh, covering an area of 7728km^2. The original vegetation cover of the Barind Tract was dominated by the sal (Shorea Robusta) and semi-evergreen species. Presently, the tract is dominated by scrubs resembling that in the semi-arid tracts. Over 260 species of birds and 40 species of mammals are known from this ecosystem.

The Highlands of Madhupur: The highlands of Madhupur spread across the districts of Gazipur, Tangail and Mymensingh. Sal forests cover approximately 240km^2 of the Madhupur tract. Nineteen species mammals, more than 170 species of birds and 28 species of reptiles are known from the Madhupur forest ecosystem.

d) Man-made ecosystem: In Bangladesh, human beings have extensively modified aquatic and terrestrial ecosystems. Man-made ecosystems are the home to a large number of domesticated plants and animals including plant cultivars, crops (cereals, pulses, vegetables, fruits etc.) ornamental plants, livestock, pets and fish.

2.2.   Biological Diversity in Bangladesh:

According to Figure 1, an estimated 5,700 species of angiosperms alone including 68 woody legumes, 130 fiber yielding plants, 500 medicinal plants, 29 orchids, three species of gymnosperms and 1700 pteridophytes have been recorded from Bangladesh (Firoz et. al. 2004; Khan, 1977; Troup, 1975). In Bangladesh, some 2260 species of plant reported alone from the hilly regions of Chittagong, which falls between two major floristic regions of Asia (Anon, 1993).

Figure 1. Floral diversity of Bangladesh
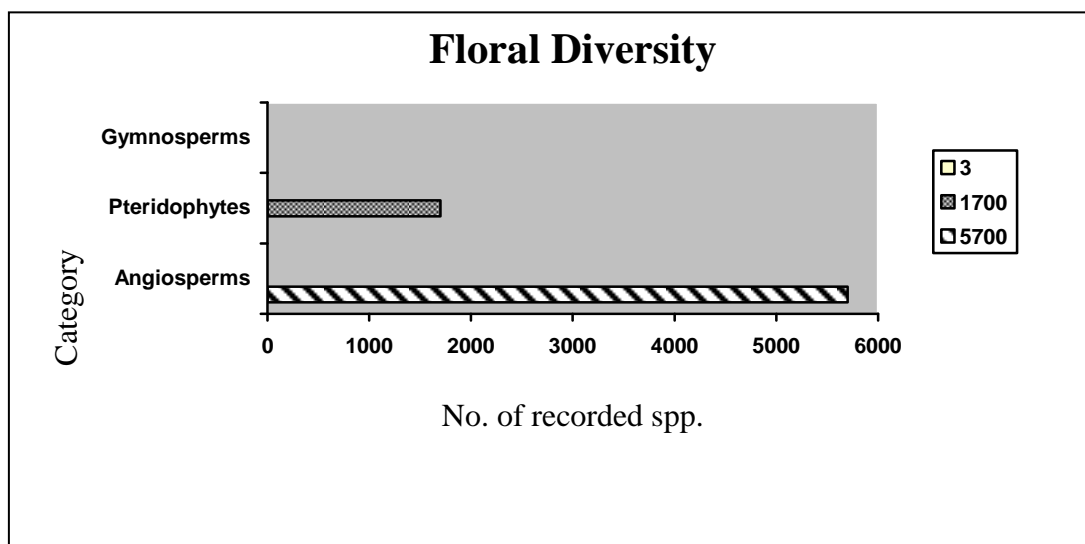
Subsequently, as in figure 2, the country possesses rich faunal diversity. Bangladesh has approximately 113 species of mammals, more than 628 species of birds (both passerine and non passerine), 126 species of reptiles, 22 species of amphibians, 708 species of marine and freshwater fish, 2493 species of insects, 19 species of mites, 164 species of algae (or seaweed) and 4 species of echinoderms with many others (IUCN, 2000; Islam et. al. 2003).
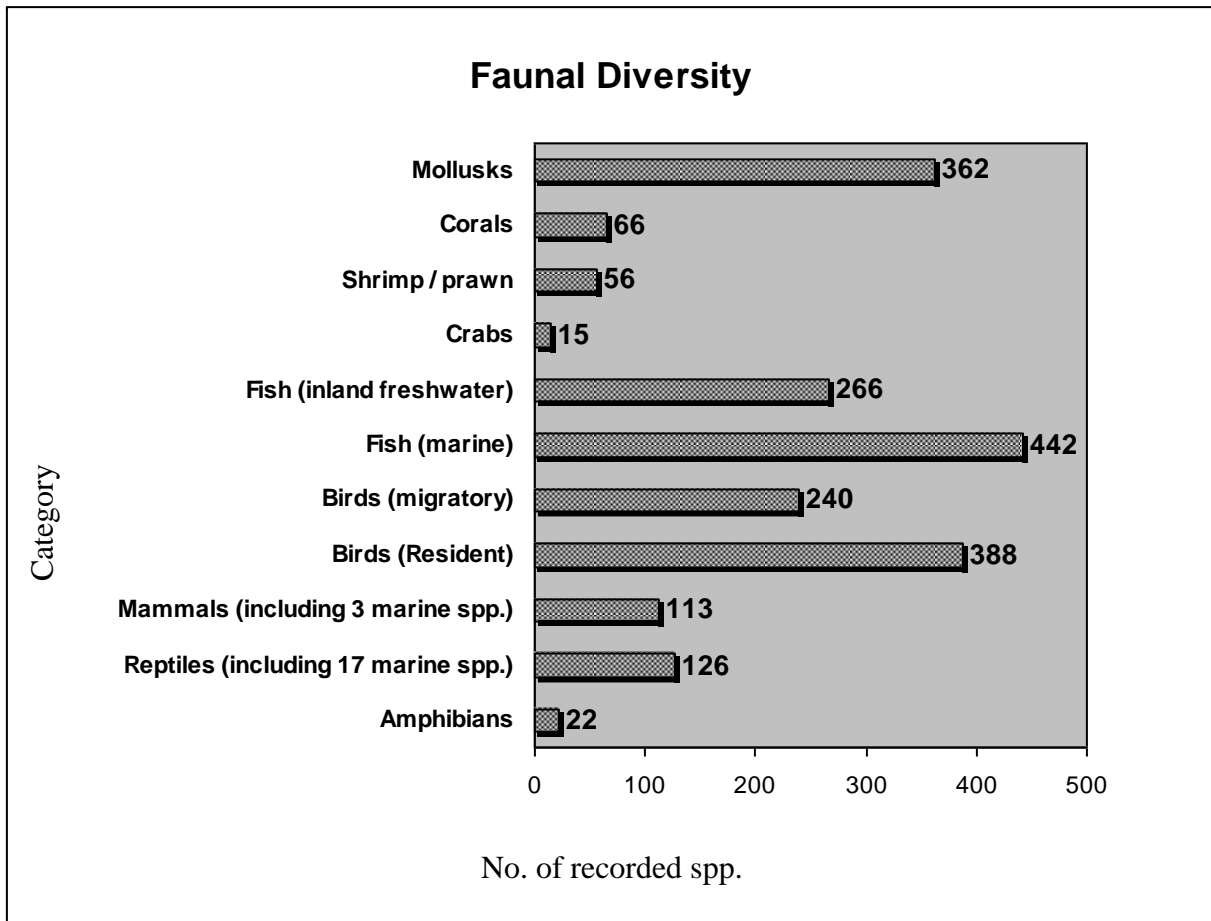
Faunal Diversity

Figure 2. Faunal diversity of Bangladesh

3.1. Some Major Reasons Behind Biodiversity Depletion in Bangladesh:

Bangladesh supports approximately 5000 floral species of which about 300 species are being actively cultivated. IUCN Red List (2000) revealed 54 threatened species of fishes in Bangladesh. In Bangladesh biodiversity are depleting for different types of major reasons. Among them, some major reasons are mentioned in the following way-

i. Biodiversity and livelihoods in Bangladesh:

Ecosystem services form the basis of human survival. They help to meet the livelihood needs of the farmers, fisher folk, forest dwellers, craft persons and others. So, ecological security and livelihood security in Bangladesh are critically dependent on biodiversity and its components. For example, over 60 million people are dependent on aquatic resources everyday. One million people are full-time fisher folk and another 11 million have taken to part-time fishing in the country. Fifty to sixty-five percent of the country's protein requirement is met by the consumption of fish. The fisheries sector contribute about 3.3% of the GDP of Bangladesh, earning more than 11% or more of the total export revenue, and employs 5% of the country's total work force (Parveen and Faisal

2001). The agriculture sector provides 63.5% of the country's employment, contributing a considerable 24% to the GDP. Approximately 7.1% to the GDP is covered by the forestry. The various forestry-related projects in the country together generate 90 million person-days of job opportunities every year. The Sundarbans provides livelihood and employment to an estimated 112,000 people (Khan; 2001).

ii. Population growth and increasing demand for biological resources:

Bangladesh is one of the most densely populated country in the world having a population of about 150 million at present within a total surface area of 1,47,570 sq. km. The density of population is 850 per sq. km. which is one of the highest in the world. The annual growth rate of population is 1.67%; which has gradually declined in the recent years; fertility rate which is above 4 per woman, is high but is gradually declining. The sex ratio is 106:100 Male: Female. The population structure is pyramidal where the under aged groups (below 75 years) occupy about 43% of the total population and the economically active population is only about 35% of the total population. As a result dependency ration among the people is also very high. A study of the World Bank on "Bangladesh 2020- A Long-term Perspective" reported that though the growth rate has declined slightly, but the country will have a population of about 170 million by the year 2020.

A very simple interaction between population and environment is that high growth of population may lead to over consumption of biological resources and degradation of ecosystem and environmental potentials. The quantity and quality of a population essentially its size, income, education and consumption determine the demands of their basic needs including food, water, air cloth, education, healthcare, housing, transportation, fuel and other non-basic needs.

It is to be noted that over-exploitation and mismanagement of biological resources and the resultant degradation of environment may cause to happen natural disaster like drought, flood, cyclone, soil degradation, deforestation, salinity intrusion etc, which might have serious negative impacts on production system, social process and ultimately on population. Thus people are involved in a very complex interaction with nature and environment and both the people and environment influence each other.

In the context of growing population, effective measures are to be taken to control the growth of population through comprehensive family planning, educating the woman and crating employment for the poor.

iii. Poverty problems linked with biological resources:

There are many ways in which poverty and biological resources are interconnected. The rural poor live mainly off natural resources. Poverty forces them to degrade their environment which also provides them with their means of livelihood. The degradation of the environment puts enormous pressure on the poor. The lack of basic services such as water and sewerage and garbage disposal forces them to degrade their bleak surroundings. High infant mortality, lack of access to modern birth control lead the poor to over compensate by

having large families, which in turn, put more pressure on natural resources and on the urban environment and make it more difficult to escape poverty.

The damage caused by poverty affects not only the local but also the global environment. Two-thirds of the world's bio-diversity lies in third world that has been lost by poverty. The rich through over consumption degrade the environment. They have choices; the poor don't. The inequities of global resources distribution are shocking. The 26 percent of the world's population living in the developed countries consumes 85% of world's nonrenewable resources and 53% of its food products. The protection of the natural resources needs caring for the plants, animals, and people and there can't be caring without sharing redistribution of wealth between developed countries and developing countries like Bangladesh.

iv. Invasive Alien Species:

Introduction of exotic species is another major challenge to biodiversity conservation and its use in development. In Bangladesh, some plant and animal species have been introduced from different countries. These exotic species have hampered endemic species both in their population dynamics and in the position of their trophic levels. At the same time in many cases the importation has opted for changing ecosystem. In the aquatic ecosystem, the major introduced species those have changed a lot the ecosystem are African magur (Clarias garipinus) and red Piranha (Pygocentrus natteri). In the terrestrial ecosystem the species are Tectona grandis (Shegun), Acacia spp, Eucaliptus spp and Swietenia mahagoni.

In typical aquatic ecosystem of our country (like pond ecosystem), fishes like shingi (Heteropneustes spp.) feed on the chironomid larvae keeping them in the status of fourth frophic level (3ʳᵈ consumer). The carnivorous fishes of our endemic nature like Chital (Nostostersus spp.) and Boal (Walago spp.) feed on the fishes of fourth trophic level and attain the status of fifth trophic level (fourth consumer). In our typical aquatic ecosystem (pond ecosystem) the energy-flow and ecological pyramid are arranged in this pattern. On the other hand, when African magur (Clarias garipinus) and Red Piranha (Pygocentrus natteri) are introduced to the ecosystem they drastically consume without maintaining the chronology of the ecological pyramid-pattern in an ecosystem. These newly introduced species drastically reduce the population of animals of all trophic levels and create ecological hazard for the population of all other aquatic animals and many aquatic plants also. Consequently aquatic ecosystem gets changed or "altered".

The following table summarizes threats to biodiversity in Bangladesh and their underlying causes.

Nature of threat/ underlying cause	Examples of specific threats/underlying causes
Threats	
Loss of habitat	Deforestation (for agricultural expansion, creation of settlements) Urbanization Draining/filling water bodies Destruction of fish breeding areas Hill slope cultivation and associated silting of water bodies

	Clear felling for plantation Jhum cultivation Forest fire Alien and invasive species Upstream withdrawal of Water/salinisation downstream
Over harvesting of resources	Unregulated/unscientific logging Indiscriminate collection of medicinal plants Hunting/trafficking in wildlife Destructive fishing gear/trap
Increasing productivity	Indiscriminate breeding of livestock Indiscriminate introduction of HYV Introduction of hybrid fishes
Natural calamities	Floods Droughts Earthquakes Others
Underlying causes of threats	
Pollution	1. Disposal of untreated industrial wastes/oil spillage from ships 2. Indiscriminate use of pesticides/fertilizers
Awareness	1. Major focus of policy makers is on development 2. Priority for poor stakeholders is financial improvement
Land tenure and user rights issues	1. Conflicting and incomplete legislative measures 2. Conflicting sectoral policies 3. Legal instruments and policies do not conform with conservation science 4. Traditional land management systems are lost
Institutional capacity constraints	1. Conflicting institutional mandates and responsibilities 2. Many protected areas essentially "paper parks" 3. Expertise in many government agencies focused on production rather than conservation
Human population growth	1. Increasing demand for space/resources 2. Change in agricultural practices and local culture 3. Land use change/conflict 4. Poverty

4. Steps Taken by the Government of Bangladesh to Protect Biological diversity:

4.1. Legislation relating to biodiversity conservation in Bangladesh

Bangladesh has signed, ratified, accepted and acceded to CITES 1973, World Heritage Convention 1972, Ramsar Convention 1971, CBD 1992, Climate Change Convention and Convention to Combat Desertification. Thus it adheres and commit to the conservation of biodiversity and the environment. The following table describes the major legal instruments related to biodiversity:

Environmental Conservation Act, 1995 (amendment 2000, 2002)	This Act is powerful law for ensuring conservation and sustainable use of the biological resources of the country and protection of its environment.
Environmental Conservation Rules(ECR), 1997	Under the ECR 1997, industries have to carry out an EIA, install environmental treatment plants, conform to environmental quality standards, report accidents or unforeseen discharges of pollutants, and take remedial measures.
The Environmental court Act, 2000 (amended 2002)	The Act provides for the establishment of one or more Environmental Courts, primarily in every Division of the country, with specific terms of reference to deal with environmental offences.
The Wildlife (Preservation) Order, 1973, Wildlife Preservation (Amendment) Act 1973 and subsequent Notifications	The wildlife law provides for the protection of wildlife as well as their habitat. The wildlife Order defines various protected areas in the form of game reserves, national parks and wildlife sanctuaries and aims to preserve wildlife in those protected areas.
The forest Act, 1927 (Amended in 1990, 2000)	The Act empowers the Government to declare any area of forest as Reserved or Protected and by doing that it may take measures for in-situ conservation of biological diversity. The government may also establish its control over portions of private forest by declaring them as controlled or vested forests and conversely assign the village community to the management of portions of reserved forest.
Protection and Conservation of Fish Act, 1950 (Amendments in 1963, 70, 82, 95, 2002)	The Act defines fish to cover a wide variety of aquatic species e.g. fish, amphibians, tortoises, turtles, frogs and explain fisheries as any water body of fish habitat. It empowers the government to make rules mostly for protection of fishes by, for example, prohibiting and regulating the process, period and size of fishing, pollution and other method of activities detrimental to fish population and fisheries.
Protection and Conservation of Fish Rules, 1985, (Amendment 1987)	A powerful provision for conservation purpose is section 28 of the rules that empowers government to build any marine reserve in which fishing and any other detrimental activities can be prohibited under section 10.
Marine Fisheries Ordinance, 1983	Limited fishing by non-mechanized local fishing vessels and local fishing with limited horsepower is allowed in specified zones. No entry of foreign fishing vessels into Bangladesh's waters is allowed except under license.

Agricultural Pesticide Ordinance, 1971	Under section 5, the Government can refuse registration of pesticides detrimental to vegetation, human or animal health.
The Fertilizer Regulation Order, 1995	The Technical Sub-committee, constituted under Article 12 of this Order, shall conduct environmental assessments of the impacts of new fertilizers and bio-fertilizers and make recommendations to the government regarding their production, importation, marketing and use.

Existing laws are not adequate to deal with the emerging issues such as climate change, genetically modified organisms (GMO), bio-safety, bio-prospecting and intellectual property rights (IPR), and international cooperation. Even existing issues like waste management, management of wetlands, and conservation of agro-biodiversity are inadequately addressed.

Major policy and activities relating to biodiversity conservation in Bangladesh:

Though there are some significant policies and existence of Government institutions but still degradation of bio resources on the ground is visible. Some key national policies are highlighted here in the following table-

National Conservation strategy (NCS)	The need for a National Conservation Strategy was first emerged in September 1986. Its primary goal was to provide a national strategy for conservation of all concerned sectors. It provides specific strategies for sustainable use of natural resources as well as sustainable development in 18 different sectors.
National Environment Management Action Plan (NEMAP)	The Ministry of Environment and Forest (MoEF) prepared the NEMAP, which is based on a comprehensive participatory planning process ranging from grassroots up to national level. Inputs were provided from local communities, government agencies, non-governmental organizations, professional groups, academics, parliamentarians, lawyers and journalists.
Sustainable Environment Management Programme (SEMP)	The Sustainable Environment Management Programme supported by the UNDP and implemented by MoEF for a five year periods (1998-2002) was the response evolved from the concerns, needs and actions identified through the National Environment Management Action Plan (NEAMP) process. It focuses on community-based resource management in wetlands. The major focus of the programme is to involve community people in the planning and implementation of activities for the

	management of natural resources that maintain biodiversity and human well-being.
Costal and wetland Biodiversity Management Project at Cox's Bazar and Hakaluki Haor Project (CWBMP)	It focuses on conservation and sustainable use of globally significant biodiversity of the project title ECA (Ecologically Critical Areas) sites.
National Biodiversity Strategy and Action Plan (NBSAP)	The National Biodiversity Strategy and Action Plan (NBSAP) of Bangladesh provide a framework for conservation, sustainable use and sharing the benefits of biodiversity of the country. A major focus of the NBSAP is the need for cross-sectoral linkages, reflecting the fact that in Bangladesh, more so than most other countries, biodiversity conservation is closely inter-woven with social and economic development. Thus, the NBSAP also provides a framework for securing the necessary environmental conditions to reduce poverty, ensure sustainable development and respond to the implementation of elements of the country's Poverty Reduction Strategy Paper (PRSP).
Nishorgo Support Project (NSP)	The Nishorgo is a protected Areas Support Project by the Government of Bangladesh that aims to establish a co-management model for the major stakeholders of the Forest Department with wide spread participation of the local people. The project is operational in 5 selected areas: Lawacchara National Park, Rema Kalenga Wildlife Sanctuary, Satcchari Wildlife Sanctuary, Tekanf Game Reserve and Chunati Wildlife Sanctuary.
Forest Policy and Forestry Sector Master Plan (1995-2015)	The biodiversity issue has been given increased importance in the latest forest policy. The policy stated that attempts will be made to bring about 20% of the country's land under the forestation programmes of the government and the private sector by 2015. The policy further stated that the priority protection areas are the habitats that encompass representative samples of flora and fauna in the core areas of National Parks, Wildlife Sanctuaries and Game Reserves. Attempts will also be made to increase the extent of these protected areas by 10% of these reserved forest area by 2015.
National Fisheries Policy	The policy sets out the importance of conserving fish breeding grounds and habitats, especially in relation to

218

(1998)	water management infrastructure such as flood control, irrigation and drainage projects.
National Environmental Policy (1992)	This included the Environmental Conservation Act of February 1995. The law was enacted for conservation, improvement of quality standards, and control and mitigation of pollution of the environment. This is an effort to translate policy into act.

Under the present trend of allocation, it is not possible to achieve the desired target of 20 percent forest coverage by the end of 2015 as per prescription of Forestry Sector Master Plan (1995-2015). Fund constraints from the external sources are the main reasons for such short fall.

There is, of course, gap between policy and action. The continuous degradation of biological resources is the evidence that policies are toothless apparatus in the context of Bangladesh. The above mentioned policy documents are good enough to convince that our policies are strong enough to protect people's interest. The myth is, these policies and agreements are effective and useful. The fact is these policies have range articles of nice words but ineffective and useless in terms of protecting interest of the marginal poor as well as conservation of biological resources. Thus, accountability of government and people's participation are required to deal with this harsh fact.

5. Recommendations:

The following specific actions are recommended to be fulfilled for the significant progress towards the targets of realizing biodiversity use in sustainable development in Bangladesh-

➢ Conservation of forest is an immediate need by stopping deforestation. Government has to activate the existing laws or to enact special laws for forest conservation. Plantation of hazardous trees for forestation is a fool's effort. Programs have to be undertaken to plant eco-friendly tress forestation.

➢ Government should take necessary steps with regard to National Fisheries Policy (1998) for the conservation of fish breeding grounds and habitats.

➢ Government should take immediate steps for the conservation of ecology and bio-diversity. Environmental Conservation Act of February, 1995 along with other policies that are concern about ecology.

➢ Government should identify the local and foreign actors who violate rights and livelihood of the marginal people. In addition, government needs to ensure enabling atmosphere for marginal people to access biological resources

➢ Government should establish, manage and execute a coordinated research agenda on the impacts of depletion of biological resources.

➢ Government should develop a plan of action for public awareness building.

➢ Review and completion biodiversity related legislation and creation of a specific branch in the Judiciary.

➢ Development of a sustainable funding system for biodiversity conservation.

➢ To ensure the conservation and sustainable use of biological resources and related knowledge, culture and practice in order to maintain and improve their diversity as a means of sustaining the life support and healthcare system of the people of Bangladesh.

➢ To promote and encourage the building of national scientific and technological capacity relevant to the conservation and sustainable utilization of biological resources.

➢ To protect the biological and ecological environment of the country from all pollution, particularly from the potential hazards of biological pollution caused by the release of genetically modified organism in the environment.

➢ Finally a separate national body or institution is fundamental to ensure conservation, sustainable use and equitable sharing of benefits from biodiversity.

6. Conclusion:

Conservation of biodiversity means the conservation of biotic and a biotic factor together and their interaction to provide the sustainable situation for living organisms in an ecosystem. If the normal proliferation and reproduction of all living organisms and their interaction with a biotic factor fail in an ecosystem, ecological imbalance remains in its persistence. Continuous ecological imbalance makes the environment unfavorable for initiating any kind of development plan. And this is why the biodiversity conservation stands at epicenter of the sustainability of the global developmental goals and targets.

Biodiversity is the key to human livelihood, especially a country like Bangladesh, where a large proportion of the population depend on natural resources for their livelihoods, while living in fragile ecosystems subjects to frequent natural disaster. In our country excessive exploitation, clear cutting, poaching, expansion of settlement, agricultural activities, land encroachment, accessibility to forest, easy mobility brickfield or sawmill operation, hunting, sand extraction, invasion of sun grass are the major threats to biodiversity as well as natural regeneration.

At present, Bangladesh's Forest Policy and Environment Policy emphasize on biological resources. However a separate policy on biodiversity has not yet been formulated and consequently the various departments of the government are responsible for conservation of biodiversity. Serious efforts must be made by the government and other concerned

agencies with a view to preventing further exploitation of Bangladesh's biological resources; additionally, sustainable management plans need to be formulated and implemented.

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Mediation and Mediator Skills: A Critical Appraisal

Kazi Abdur Rahman*

Abstract

The realm of mediation has expanded dramatically. Since then, mediation has evolved from an alternative approach to conflict resolution for community activists to a process that has become part of our everyday landscape. Mediation-Skills and Techniques is an essential and comprehensive addition to the professional library of all mediators. The paper adopts an interdisciplinary approach to mediation, integrating knowledge and expertise from law, psychology, and sociology. It provides a time-tested, flexible model for effective mediation in diverse environments and situations. It also provides mediators and other professionals who use mediation such as lawyers, therapists, and personnel managers with comprehensive, step-by-step instruction in effective dispute resolution strategies and a clear overview of mediation and conflict, mediation process, the skills and approaches used by professional mediators.

Keywords: Alternative dispute resolution, Behaviors mediation, Community initiative, Impartiality, Mediator skills, Mediator duties, Neutrality.

Introduction

A fair and efficient process for resolving dispute is crucial in any civilized society for the purpose of securing and defending rights of its citizens. As it is written that the "Court brings dispute to an end and ensures that people can enforce their rights. But in most parts of the world, ever mounting expenses of litigation, congested court schedule, delay in disposal of cases have put question on the efficiency of the system."[i]

This has been reflected in judgment of the Supreme Court of India, where the court observes that, "interminable, time-consuming, complex and expensive court procedures impelled jurist to search for an alternative forum, less formal, more effective and speedy for resolution of disputes avoiding procedural claptrap and this led them to…".[ii]

In fact, the philosophical basis of alternative forum that means alternative dispute resolution (ADR) is drawn from Confucianism. "The philosophy of Confucianism was, in essence, one of harmony, of peace and compromise resulting in a win-win combination."[iii]

The time demands that our legal system should be developed to ensure greater social justice in the context of modern social science. Alternative dispute resolution (ADR) is a promising road toward improvement as it combines both old and new dispute resolution processes. Amidst the ancient traditions (notably aboriginal) of a surprisingly large number of cultures, there is a way of thinking about conflict and dispute that has been recaptured in the modern age.

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Dispute Resolution Option

Dispute is a dynamic process. Dispute means a fact when it is alleged by one party and denied by other and both with some show of reasons. It has a beginning and has to pass through several stages before it ends. Conflict or dispute is a natural and inevitable part of all human social relationships. Conflict occurs at all levels of society- from interpersonal, family, tribes to national and international levels. The existence of conflict and dispute presupposes the existence of dispute resolution process too. Generally, dispute resolution can initiate in two ways such as:

(i) By peaceful means
(ii) By use of force.

The first implies using alternative ways such as dialogue, negotiation, mediation or third party intervention instead of using force or aggressive measures to resolve a dispute. The second implies that a powerful third party uses force, not necessarily physical force, but aggressive persuasion to create social or structural pressure and influence on the parties to resolve existing disputes. The third party might have some interest, but not on the dispute itself. The third party works as a pressure factor and may or may not be neutral. However, it is not uncommon for disputes resolved in this way to re-emerge in the future. In general, traditional dispute resolution mechanism implies the existing process of resolving dispute in our society. There are two diverse processes of dispute resolution.[iv]

(i) Legal process
(ii) Community initiative.

Legal   Process

Legal process means that litigation takes places in the court of law. As it was said, "Usually it refers to taking resort to legal authority to obtain a favourable verdict but this system also gives them a feeling of victory over the other. It is a win-lose game." [v]

This process is very time consuming and a lengthy one to follow and it requires a lot of money and often holds disputes, leaves permanent scars on the mind of the losing party rather than resolving the problem. It may end in making the disputes endemic and long lasting. This procedure is very complex and cumbersome. It was held that "Legal process is a win-lose situation and sometimes stimulates further conflict. When the losing party gets chance, they look for revenge. Lastly it has to depend on the lawyers from beginning to end of the system." [vi]

Community initiative

The community sometimes takes a leading role in resolving local disputes. In Bangladesh, these are popularly known as *Shalish* and *Mimangsha*. These are usually undertaken through mediation, negotiation, and reconciliation.

Mediation

Now-a-days mediation is the most grooming process applied all over the world. This may be defined as a process by which disputing parties voluntarily engage the assistance of a neutral mediator, who has no authority to make all decisions for them, but who uses certain skills to help them to resolve their dispute by negotiating agreement without adjudication. Mediation serves various purposes, including providing the opportunity for parties to define and clarify issues, understand different perspectives, indentifying interests, explore and

assess possible solution, and reach mutually satisfactory agreement, when desired. This exposition can be seen in the following quotation such as,

a) "'Mediation' under this section shall mean flexible, informal, non-binding, confidential, non-adversarial and consensual dispute resolution process in which the mediator shall facilitate compromise of disputes in the suit between the parties without directing or dictating the terms of such compromise." [vii]

b) "Mediation is a voluntary process where a natural mediator attempts to help the disputing parties to reach an agreement that is acceptable to both the sides and that will bring the dispute to an early conclusion without having to go to court." [viii]

c) According to Sally E. Merry and Susan S. Silbey, "It [Mediation] is a process of settling conflict in which a third party oversees the negotiation between two parties but does not impose an agreement." [ix]

Modes of Mediation

Mediation may be divided into two broad categories such as, [x] i) Interest Based mediation ii) Right Based mediation.

Modes of Mediation by Stephen R. Marsh[xi]

Directive Mediation	Facilitative Mediation	Transformative Mediation	Pure Process Mediation	Evaluative Mediation

Mediation Road Map

Understanding

The mediator empowers the individual parties to take responsibility for understanding their conflict and resolving the dispute. The mediators enters the parties' ongoing relationship with the intent of altering the interpersonal dynamics of conflict relationship by helping them use effective communication skills in order to help facilitate the resolution of the dispute. Mediator outlines the issues important to all parties/ advocate, using neutral words and discuss specific issues one by one in more detail, if necessary. Basically mediator helps the conflicting parties to have an interactive discussion, when appropriate.

Negotiation

For an effective mediation on behalf of clients whose needs and goals can carefully be learned through client-centered interview and negotiation. Negotiation is an action stage for representation of a client and in this stage the mediator takes an active part. He/she must avoid the attorney-clients attitude. The negotiator has to act simultaneously as a detached representative of a principal and personally involved as participant. Clients may be sensitive about his/her past events or a particular goal and worry that the lawyer will find the disclosed matter inappropriate or damaging to the case. Such feelings motivate the clients to be selective in revealing facts and cautious about articulating real needs. The negotiator may use

many of the analytical, verbal, and interpersonal skills in negotiation, active listening and report building process. The basic principle of other skills, such as sequencing of topic and planning, can be used in negotiation. Here a mediator is to lead parties' negotiations when parties are ready, preferably after reaching a new understanding. Mediator is to assist parties to explore option for settling each issue.

Agreement

Once a settlement is reached through meditation the mediator brings the parties together to confirm all the terms of compromise. An important issue concerning the matter is how the settlement terms should be recorded. Fundamental principle of this process is not to blame any one or not to pronounce any one innocent or guilty; but to write a win/win agreement that is positive with respect to each party's rights and responsibilities regarding future conduct.

There are five basic elements of an agreement to be considered. Those are- i) Who are the parties? ii) What are the conditions to be agreed upon to maintain a balance? iii) Where should the exchange take place? iv) When (exact date and time)? v) In what form?

Fundamental Principle of Mediation Practice[xii]

There are several fundamental principles. Some of these are as follows:

Self-Determination

The mediator respects the "self-determination"[xiii] of all the participants. He/she conducts a process where party self-determination is paramount. The mediator may provide information about the process, raise issues and help the parties explore options. The primary role of the mediator is to facilitate a voluntary resolution of a dispute. The principle mediator must assist the artists and the participants to engage in self-determined process.

Integrity

The mediator is to act with integrity with respect to all aspects of the mediation process and towards all users of the process. The word integrity includes impartiality, competence, confidentiality, transparency, fairness, voluntariness, continuing duty to reveal, continuing duty to discuss, disclosers, and durable result. If at any time the mediator is unable to conduct the process in an impartial manner, the mediator is obligated to withdraw.

Protecting Negotiation Relationship & Options to the Maximum Extent Possible

The mediator manages the process to protect the negotiating relationships of all who participate and their unfettered opportunity to fully explore negotiation options. In a word, protect relationships and negotiation options.

Doing No Harm or Doing the Least Harm When Harm Cannot be Avoided

The mediator is to be constantly vigilant and aware that his or her own behavior may not be harmful to the participants and/or to the process. The mediator will cause no harm or will cause the least possible harm when he is faced with two conflicting principles or ethical standards. A mediator should have the belief to conduct himself or herself in a manner that he/she will cause the least possible harm. He has to act impartially, to provide a balanced process, and give all real opportunity to get information.

Advancing the Profession at All Time

The mediator is to be consistently cautious and aware of his or her own behavior; and it could impact the profession of mediation, and acts to promote the field and himself/herself as a representative of the profession in a positive way. He is to act ethically and with integrity and should follow the above essential principles of practice, provide pro bono service when needed intention to learning.

Steps of Mediation

There are several steps of mediation such as:

Step One: Communication to Create Learning

The mediator should deliver a welcome speech before the disputants and thank them for being present in such a session and introduce the disputants to each other and ask them about the names by which they prefer themselves to be called. He/she is to brief them about his role and strategies through an inaugural speech. He has to explain his impartial stance as a mediator before the disputants. After that he has to describe about logistics support and comfort such as, length of time available for mediation, directions to restroom, tea, water etc. The most important thing is that he/she will provide a brief preview of the process of mediation to the disputants. He needs to clarify to them that he/she is not a judge and cannot determine the fact. He/she has no power to decide who is right or who is wrong, who is guilty or who is innocent. Finally he/she has to explain the process of ground rules and obtain agreements to use them. Ground rules give the parties an idea of what to expect. Some sample ground rules are as follows:

Everyone will have an opportunity to speak.

One person is allowed to talk at a time. No one should be interrupted while talking.

Everyone should respect each other.

The participants should switch off their cell phones and beepers.

Step Two: Helping the Parties to Tell Their Stories

The mediator can help the parties to disclose their history by being empathetic and attentive. He/she will acknowledge what is shared, ask questions which demonstrate his/her interest and attention, paraphrase or summarize what he/she hears. Objective of the second step is to develop an atmosphere of trust and confidence between the parties. It helps the parties tell and listen to the facts from each other's perspective. It also helps them explain and clarify their own perceptions, communicate and work together and also identify the interests of the parties.

Step Three: Learning to Create New Understanding

When the party learns about how the other sees the situation, each party begins to have a new understanding of the situation. This means that each party must let go of some of his/her past thoughts and might require a part to begin to forgive (depend on the conflict).

Step Four: New Understanding to Create New Motivation

The new understanding is created to change the parties' motivation as to what they are willing to do to about needs and interests of the parties. This step simply helps the parties understand each other's perspective; not necessarily to agree. The parties should speak to each other rather than to the mediator; and encourage the parties to ask clarifying question to each other, particularly about intention, impact, and interest. It is to simply encourage the parties to tell each other what they heard, and to check for understanding. Reflective listening is a very useful technique in this phase. At this stage the mediator is to ask the parties what they think their major problems or issues are, and whether they want those to be solved. If they are not sure, then the mediator will suggest issues.

Step Five: New Motivation to Create the Ability of Parties to Negotiate at a New Level

The Parties begin to relate to the needs and wants of the parties causing the parties to be able to do more and/or other things to meet the needs and wants of the other parties. We now have parties who are willing to change some/all.

Step Six: Ability to Negotiate at a New Level to Create Agreements

Using these stages the disputant is to establish an agreement for future conduct and use the interest based process to brainstorm, evaluate and choose ideas about how to improve the relationship. Here the mediator's task is to create an environment in which the disputants can invent and evaluate possible solutions. Before arriving at the solution, the mediator should invite the parties to evaluate the options from the observer's perspective. After the parties have brainstormed options, they can reduce the list to the most viable options. The process is successful if they understand each option better and identifies which options are most beneficial. The goal is to stimulate dialogue and creativity and to make sure that all options and interests have been thoroughly explored and the agreement reflects what the parties desire, need and want.

Duties of the Mediator

The mediator should be a neutral person whose conducts must be like an unbiased third party. He/she acts as a facilitator in the mediation. "The mediator's role, responsibilities, duty and the mediation process may vary significantly, depending on the types of disputes and mediator's approach because of the extensive variety of different ways in which the mediation process can take place."[xiv] The mediation process will depend on the mediator. But the mediation is a process that does not necessarily require subject matter expertise. No particular advanced academic degree or technical or professional experience is a prerequisite for competence as a mediator. Core mediation skills include communication clearly, listening effectively, facilitate communication among all participants, promoting exploration of mutually acceptable settlement options and conducting oneself in a neutral manner. They come from all walks of life. Mediators are professors, sociologists, lawyers, teachers, real estate brokers, labor managers, labor negotiator therapists and psychologists- to name a few. Each of these professions can provide the mediator skill to facilitate parties' communication;[xv] Such as:

1. Diligence: A mediator must make reasonable efforts to advance the mediation in time.
2. Procedural Fairness: A mediator must conduct the mediation proceedings in a procedurally fair manner.

3. Explanation of process: Before the outset of the mediation the mediator must provide all participants with general explanation of the nature of mediation process, procedures and role of mediator, parties and other participants.

4. Truthfulness: A mediator must be truthful and accurate in marketing his or her mediation service.

5. Compliance with law: A mediator must comply with any applicable requirements concerning compensation established by statute or the court.

6. Disclosure of and compliance with compensation term: Before commencing the mediation, the mediator must disclose to the parties in written form fees, costs or charges to be paid to the mediator by the parties.

7. Contingent fees: The amount or nature of mediator's fees must not be made contingent on the outcome of the mediation.

8. Gifts and favor: A mediator must not at any time solicit or accept from or give to any participant or affiliate of a participant any gift, bequest or favor that might reasonably raise a question concerning the mediator's impartiality.

9. Mediator needs to be responsive to the parties: Let them know that he wants to help them resolve their conflict.

Effective Behaviours of Mediator

A mediator generally wants clients to be present and participate. This means he keeps the parties focused and encourages them to participate directly. The mediator takes back seat during the conversation between the participants. A successful mediator uses variety of techniques of communication. He/she must understand the feelings and emotions involved in the interpersonal dynamics of the parties. At last, the mediator must be well conversant to manage the process.

Ethical Standards of a Mediator

Whatever the positive impact of mediation is but all of it would depend on the ethical or moral standard or behavior of the mediator's concern for doing so. A mediator is essentially required to abide by the following norms such as:

1. Neutrality and Impartiality

A mediator shall avoid conduct that gives the appearance of partiality towards one of the parties. The quality of mediation process is enhanced when the parties have confidence in the impartiality of the mediator.

2. Party Self-Determination Voluntary & Uncoerced

A mediator shall conduct a mediation based on the principle of party self-determination. Self-determination is the act of coming to voluntary, uncoerced decision in which each party makes free and informed choice as to process and outcome. That means i) agreement must be voluntary ii) each participant has right to decide own participation and iii) refrain from coercion.

3. Duty to Disclose Actual & Perceived Conflict of Interest

A mediator shall avoid a conflict of interest or the appearance of a conflict of interest during and after mediation and shall disclose all actual and potential conflict reasonably known and could reasonably be seen as raising a question about impartiality. After disclosure, if all parties agree, the mediator may proceed with the mediation. Mediator discloses all personal, professional and financial relationships.

4. Confidentiality

A mediator shall maintain confidentiality of all information, unless otherwise agreed to or required by applicable law. A mediator should not communicate about how the parties acted in the mediation.

5. Competence

A mediator shall mediate only when the mediator has the necessary qualification to satisfy the reasonable expectation of the parties.

Expectations are:

- ❖ Truthful background representations
- ❖ Inform the court of public discipline felony charge
- ❖ Criminal conviction
- ❖ Ability to use mediation process and skills
- ❖ No impediment to mediate effectively
- ❖ Maintain skills

A mediator shall conduct mediation in accordance with these standards in a manner that promotes diligence, timeliness, safety, presence of the appropriate participant, procedural fairness, party competence and mutual respect among all parties.

Recommendations for Mediators

It has been stated earlier that mediation is the most popular method of alternative dispute resolution and it is an established fact that for ensuring a meaningful result of mediation, the mediator should follow some strategies. Such as, he should not talk too much, must not interrupt the speaker and act a bit uncertain to encourage further disclosure. The mediator will make them think about the past when they had a good relationship and induce them to talk positively about each other. The mediator should be aware that there are two parts of every answer/message- the content (legal part) and the feeling (effective part). He/she should not ignore the feelings. The mediator should keep in mind some important things.

These are:

- The mediator should not ignore the feelings as ignoring the feelings can prevent dispute from being resolved. It may be the biggest issue in mediation.
- If the mediator gets negative reaction to questions regarding feeling, he can ask questions regarding thinking.
- He/she should learn to feel comfortable with strong emotions. In fact, it has been suggested that an important part of becoming a mediator is to become sensitized to the feelings of others as well as self.

- He/she has to clarify the situation.
- The mediator needs to help parties to understand their own interest & risk.
- He/she should explore all possibilities to conform a satisfactory agreement.

Finally, it is recommended that the mediator should not make a judgment as to the truth or veracity of anything the parties say. He or she must listen objectively without presupposing who is telling the truth. The mediator must take notes and make balanced eye contact throughout the session. He has to organize information after taking it down. He/she should be patient and avoid getting ahead of parties and also provide a safe environment for the participants. He/she should ascertain the needs and interests of the participants and motivate the participants' behaviour accordingly. He/she requires developing his/her personal style.

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