BANGLADESH RESEARCH FOUNDATION JOURNAL

BRF

BANGLADESH RESEARCH FOUNDATION

BANGLADESH RESEARCH FOUNDATION

BANGLADESH RESEARCH FOUNDATION

A Network for Global Researchers

BANGLADESH RESEARCH FOUNDATION JOURNAL

Vol. 4, No. 1, February 2015

BANGLADESH RESEARCH FOUNDATION JOURNAL

Vol. 4, No. 1, February 2015

BANGLADESH RESEARCH FOUNDATION

BANGLADESH RESEARCH FOUNDATION JOURNAL
ISSN 2224-8404 (Print), ISSN 2305-1566 (Online), Vol. 4, No. 1

BANGLADESH RESEARCH FOUNDATION JOURNAL
Vol. 4, No. 1, February 2015

Editorial Policies

BANGLADESH RESEARCH FOUNDATION JOURNAL [ISSN 2224-8404 (Print), ISSN 2305-1566 (Online)] is an international publication maintaining high standard *with* original research of multidisciplinary areas. *It is* published by Bangladesh Research Foundation, an e-organization for global researchers. This is the eighth issue of *BRFJ* which has so far published articles from Japan, China, Malaysia, Saudi Arabia, Yemen, etc. along with Bangladesh. All papers submitted for publication in the said journal are subject to anonymous peer review; and evaluated on the basis of their originality, creativity and quality of scholarship. To ensure the anonymity of the author(s) to the reviewer(s) and vice versa, the authors have to provide a title page separate to the main text of the manuscript including the heading of the article, name(s) of author(s), affiliation/degree, e-mail account and cell phone number(s). Submissions, in general, are dealt with swiftness, and the editors aim to communicate a first decision to the contributors within four weeks of submission. Manuscripts submitted are primarily screened and judged by the editors and only those articles which fall within the scope of the Journal are sent to the expert reviewers for final evaluation and may be sent to the author for further modification if necessary. In case an author is invited to revise and resubmit the manuscript, s/he is asked to mark (e.g., with color) those parts of the text in which s/he explains both what revisions have been made to the original article, as well as, if applicable, where and why the author disagrees with the suggestions by the reviewer. Therefore, articles are intended to present new information of exceptional novelty, importance and interest to the broad readership of the Journal. *BRFJ* does not evaluate papers that are scheduled for publication or are currently under review elsewhere. Articles are accepted for evaluation throughout the year and the selected articles are published as per the policy of "first submitted, first published". The Editor-in-Chief and the Editorial Board are responsible for editorial policies, whereas the authors in the Journal are responsible for the content. Hence, credit for the content and responsibility for errors or plagiarism are borne equally by the authors. As a matter of fact, *BRFJ* reserves all rights to edit, add and/or delete any article(s) of the publication if required.

(Md. Abdul Karim Ruman)
Editor-in-Chief
Bangladesh Research Foundation Journal
ISSN 2224-8404 (Print), ISSN 2305-1566 (Online)
President, Bangladesh Research Foundation.

Instructions & Information to the Author(s) to Prepare Article(s) for *BANGLADESH RESEARCH FOUNDATION JOURNAL* ISSN 2224-8404 (Print), ISSN 2305-1566 (Online)

1. Text Range:
From 6 to 17 pages (around 2500 to 6000 words approximately)

2. Typing/Printing:
Times New Roman
Font Size: Subheadings (bold), Text and Documentation 12, Footnote/Endnote 10
Lines Justified at both left & right margin
Printed on one side of the paper

3. Paper Size:
A4 Size

4. Margins:
Top: 2.54 cm, Bottom: 2.54 cm, Left: 3.81 cm, Right: 3.81 cm
Gutter: 0, Gutter Position: Left
Header: 3.81 cm, Footer: 3.43 cm
½ inch indent at the first line of every paragraph
1 inch indents at both sides of the page for the set-off quotations (for more than 4 lines)

5. Line Spacing:
Single-space throughout the paper, including quotations, notes and references

6. Heading and Title:
Neither underlined, nor quotation-marked, or all-capitalized
No full-stop after any heading or title
Title (Font size 16) must be put under the top margin of the page

7. Abstract:
At the beginning of every article (150-250 words)
Must be 1/2 inch indented at both left & right margin, and Font Size 10

8. Keywords (if any):
To be put below the Abstract. The title should be italicized and boldfaced as ***Keywords*** and followed by a colon. Keywords should be Font sized 12, separated with commas and ended without a full-stop

9. **Page Numbering:**
   Upper right-hand corner (without any abbreviation or punctuation or symbol)

10. **Spelling:**
    Either British or American (mostly preferable) Style of spelling can be followed but mixing of these two will not be entertained

11. **Tables and Illustrations:**
    Source or any notes to be given immediately below the table
    Single-spaces throughout the lines of the table

12. **Acknowledgement (If any):**
    To be put at the end of the manuscript

13. **Documentation:**
    Consistent with any Format/Style of Documentation, e.g. MLA/APA

    Example for a text by a Single Author in MLA Format:
    Buss, A. H. *Self-Consciousness and Social Anxiety*. San Francisco: Freeman, 1991. Print.

14. **Authorship and Declaration:**
    For authorship (also for joint authorship of the same article), a declaration of originality [including the name(s), designation(s), mailing address(es), cell phone number(s) & signature(s) of the author(s) on a separate (scanned) page] is mandatory with each submission.

15. **Submission:**
    The soft-copy of the article is to be submitted to: researchfoundbd@gmail.com. For any information, please contact— +966537566499 (KSA), +8801712029983 (BD), +966534171372 (KSA).

Md Miraz Hossain
Executive Editor
Bangladesh Research Foundation Journal
ISSN 2224-8404 (Print), ISSN 2305-1566 (Online)
Secretary General
Bangladesh Research Foundation

Table of Contents

Influence of Gender on Undergraduate EFL Learners' Motivation towards Leaning English: A Case Study of Thamar University, Yemen

Dr. Ghazwan M. Saeed[1]

Abstract

This paper tries to investigate the influence of gender on Yemeni undergraduate EFL learners' motivation toward learning English language. The present study was limited to the students of the Department of English, Arts College, Thamar University. The data were collected from 80 undergraduate students, 40 male students and 40 female students, from all the levels of the programme, through a questionnaire that was distributed to the participants at the end of the second semester (2013-2014). After analyzing the data, it was found that both male and female students are motivated to learn English. Both groups are integratively, instrumentally and personally motivated to learn English. But female students are more integratively motivated to learn English than males. On the other hand, male students are more instrumentally and personally motivated to learn English than females.

Literature Review

Many researches and studies have been conducted on learning motivation in the last forty years. Gardner (1985) was the first scholar who established Motivation and Attitude. He differentiated between two types of motivation; integrative motivation and instrumental motivation. According to Gardner's works, the learners are either integratively or instrumentally motivated. The integratively motivated learners are more self-confident of the target language. In 1985, Gardner asserted that motivation is not the only influential factor in L2 learning/achievement, but there should be other factors such as effort, desire and favorable attitudes toward learning another language to achieve the goal of learning the language. As mentioned in Mohammed

---

[1]**Assistant Professor, Department of English, Faculty of Arts, Thamar University, Yemen & Bisha University, Kingdom of Saudi Arabia.**

(2012, pp. 65-66), Gardner and Lambert (1972) identified two types of motivation:

> (1) integrative and (2) instrumental. Integrative motivation refers to the learner's desire and willingness to learn the L2 in order to become like the target language speakers and join their community and culture and instrumental motivation refers to the learner's desire to learn an L2 for utilitarian purposes with no/little interest in the speakers of that language.

Cooper and Fishman (1977) mentioned a third type of motivation which they termed "developmental" or personal motivation which refers to motivation relating to "personal development or personal satisfaction."

Oxford and Shearin (1994), motivation has been reported to influence the use of language learning strategies, fluency of interaction with speakers of the target language and general language proficiency. Gardner (1985) identified motivation as "the single most influential factor in learning a new language" (p. 74). Cohen and Dornyei (2002, p. 172) added: "Motivation is often seen as the key learner variable because without it, nothing much happens."

Most of the researches and studies on L2 motivation have been based on Gardner's works (1968, 1975, 1985, 1996, 2001). Many studies found that male learners are less motivated to learn another language than female learners. For instance, Ozturk and Gurbuz (2013) showed that "female students demonstrated a higher level of foreign language learning motivation than male students" (p. 654). They added that the studies (Gardner & Lambert, 1972; Mendi, 2009; Csizer & Dornyei, 2005; Dornyei & Clement, 2001; Balemir, 2009; Huang, 2004) "put forward that gender plays a significant role on foreign language speaking anxiety and learner motivation" (p. 655). They found that female students were more integratively motivated than male students and no significant difference was found between male students and female students in terms of instrumental motivation.

On the other hand, some studies found that there is no gender influence on the motivation towards learning L2. For example, Messri (2012), in his study on the gender effect on motivation conducted on the Iranian students, shows that there is no significant effect of gender on Iranian university learners' beliefs to learn English. Although Akram and Ghani (2013), in their study on gender and language learning motivation, found that female students outperform male students. They also found that "there are no statistically significant differences between males and females in their attitudes and motivation to learn English language" (p. 539). On the same stream, Mathew

et al. (2013) show that "although males and females displays equal amounts of anxiety and motivation, females still outperformed the males." (p. 14)

Other studies showed the opposite. Polat (2011), for example, revealed that boys and girls differed significantly in identification orientation and integrative orientation. Males were significantly higher than females in these two forms of orientation. "No significant differences were obtained for the other motivation variable." (p. 29)

Some other studies were conducted on one variable motivation only. For example, Yau and Kan (2011) conducted a study on gender differences on intrinsic motivation and indicated that there is no difference in the level of intrinsic motivation towards learning between males and females.

Many studies have been conducted on the motivation of Arab EFL learners and such studies found different results, but most of these studies found that female students are more motivated than male students towards learning English language. Saidi and Al-Marooqi (2012), in their study conducted on gender influence on Omani English learners, found that females are more enthusiastic than males. They indicated, "As learner motivation to learn English affects self-efficacy, females have more self-efficacy than males have" (p. 241). They stated that "males who … have lower self-efficacy than female[s] tend to develop their language by practicing more activities than females outside the classroom." (p. 241)

Al-Tamimi and (2009) conducted a study on Yemeni undergraduate students on three motivational constructs—integrative motivation, instrumental motivation and personal motivation—which indicated that the subjects' greater support of instrumental reasons for learning the English language includes utilitarian and academic reasons. "Personal reasons were also regarded as important motives by the students … The integrativeness had the least impact in students' English language motivation. (p. 29). As cited in Al-Tamimi and Shuib (2009), Qashoa (2006) found that the Arab EFL students in Dubai are instrumentally motivated to learn English and Al-Quyadi (2002) found that the Yemeni EFL learners had a high level of instrumental integrative motivation to learn English.

Objectives of the Study

This paper aims to achieve the following objectives:

1. Investigating the Yemeni EFL learners' motivation toward learning English language.
2. Examining the types of motivation that affect the Yemeni students to learn English language.

3. Finding out the effects of gender differences in motivation of learning English in Yemen.

Research Methodology

Participants

The data of this study were collected from 80 EFL learners of the undergraduate programme at the Department of English, Faculty of Arts, Thamar University. The subjects of the study were distributed equally against the variable of gender; 40 males and 40 females.

Data Tool

The data of the study were collected through a questionnaire. The questionnaire was a 5-point scale Likert one. It consisted of two parts. The first part was used to collect personal information about the participants such as sex, age, level of study, etc. the second part was a 5-point scale Likert one. It consisted of 18 close-ended Items that have five choices *strongly agree, agree, neutral, disagree,* and *strongly disagree.* (Appendix 1 gives more details about the questionnaire)

Data Analysis and Interpretation

After collecting the data of the study, they were analyzed by using SPSS, version 0.16. As far as the personal information about the learners is concerned, the analysis of the data showed that the surveyed learners were equally mixture of males and females; 40 males and 40 females and they were between the age of 18 years and 26 years. They have all started learning English at the age of 11-13 years from Class VII. This means that they had spent six years learning English at school before joining the Department of English.

Results Interpretation

The responses to the questionnaire showed that the students of the Department of English, Faculty of Arts, Thamar University are motivated to learn English. The questionnaire included some items that aimed to elicit some information about the learners' attitudes towards English language, English speakers and English culture.

The following table shows the results of the responses of the students, males and females, on the items related to their attitudes towards English language, English speakers and English culture.

Table (1): shows the mean and standard deviation of the participants' responses on Items 1, 2 and 3

Gender		Item 1	Item 2	Item 3
Female	Mean	4.85000	2.5500	3.7750
	Std. Deviation	.83359	.90441	.76753
Male	Mean	3.6250	2.6000	3.0000
	Std. Deviation	.89693	.81019	.64051
Total	Mean	3.2375	3.2375	3.3875
	Std. Deviation	.94459	.94459	.80338

As shown in Table (1), the students have positive attitudes towards English language, English speakers and English culture. As a whole, the total mean of the students responses to the items related to their attitudes towards English language, English speakers and English culture is 3.48, which means that the students, both males and females, have positive attitudes in this concern. But it is noticed that female students show more positive attitude than male students.

Regarding the statements related to the reasons behind joining the Department of English, the following table shows the results of the participants' responses.

Table (2): shows the mean and standard deviation of the students' responses on the reasons behind joining the Department of English.

Gender		Item 8	Item 9	Item 10	Item 13
Female	Mean	4.3750	3.6000	4.0750	2.4250
	Std.	.58562	.49614	.61550	.78078
Male	Mean	3.4250	3.6000	4.8000	4.7750
	Std.	.81296	.49614	.40510	.53048
Total	Mean	3.9000	3.6000	4.4375	3.6000
	Std.	.85091	.49299	.63333	1.35572

As shown in Table (2), the students have positive attitudes towards joining the Department of English. The results show that the Department of English is the choice of most of the students (mean is 3.90). It was found that the female students are more interested in studying English than male students as the mean of the female students' responses on the statement related to their choice of joining the Department of English was 4.375 and the mean of the male students' responses on the same statement was 3.425. Most of the

students (males and females) were encouraged to join the Department of English by their parents. It is worthy to notice that both groups of students are instrumentally motivated to learn English as most of them reported that they joined the Department of English to get jobs, but male students are more instrumentally motivated than female students as the mean of the male students' responses on the statement meant is 4.80 but that of the female students' responses was 4.075. The male students think that being students at the Department of English is a source of enhancement of their status among their friends, but less than half of the female students have such impression. As a whole, it can be noticed that most of the students, males and females, are instrumentally motivated to learn English.

Regarding the statements related to the reasons behind learning English Language, the following table shows the results of the participants' responses.

Table (3): shows the mean and standard deviation of the students' responses on the reasons behind learning English

Gender		Item	Item	Item11	Item 12	Item 14	Item 17	Item 18
Female	Mean	4.375	3.600	3.1250	3.6750	4.6500	3.3250	2.8250
	Std. Deviation	.5856	.4961	1.01748	.97106	.48305	.82858	.38481
Male	Mean	3.425	3.600	4.0750	4.1500	4.2000	4.3750	3.0000
	Std. Deviation	.8129	.4961	.41679	.86380	.60764	.54006	.00000
Total	Mean	3.900	3.600	3.6000	3.9125	4.4250	3.8500	2.9125
	Std. Deviation	.8509	.4929	.90847	.94392	.59054	.87294	.28435

As shown in Table (3), the students are motivated towards learning English. By collecting the means of the students' responses on the statements related to their motivation toward learning English, the mean of the means is 3.74. The results show that female students and male are more integratively motivated to learn English language than male students. On the other hand, it is shown that the male students are more instrumentally motivated to learn English than female students as the mean of the means of the male students' responses on the statement related to instrumental motivation was about 3.74 and that of the female students' responses was about 3.21.

Concerning the statements related to motivation, the following table shows the results of the participants' responses.

Table (4): shows the mean and standard deviation of the students' responses on the other statements related to motivation.

Gender		Item 6	Item 7	Item 15	Item 16
Female	Mean	2.7500	2.3750	4.3750	4.2000
	Std. Deviation	.80861	.62788	.70484	.85335
Male	Mean	2.8750	2.0500	2.7500	2.7500
	Std. Deviation	.85297	.74936	.58835	.49355
Total	Mean	2.8125	2.2125	3.5625	3.4750
	Std. Deviation	.82820	.70610	1.04147	1.00599

As shown in Table (4), the results show more than half of the students reported that they neither like watching English movies nor listening to English audios. The mean of the female students' responses on the necessity of English is about 4.38, whereas that of the male students' was 2.75. This gives a cue that female students may be more motivated to learn English in some aspects. The mean of the female students who think that it is fun to learn English was 4.20 but that of the male students' was 2.75.

Gender Differences in Motivation

To investigate the differences between motivation of male students and female students in terms of learning English, many statements of the questionnaire were meant to elicit information from the participants, both groups, about their motivation and its type to learn English. Gardner referred to two types of motivation, integrative motivation and instrumental motivation. Cooper and Fishman (1977) referred to another type of motivation that is related to development or personal satisfaction and it is term "developmental or personal" motivation. On the basis of these three types, the comparison between the male students and female students will be presented.

Integrative Motivation

The students' responses to the statements related to integrative motivation show that there is a significant difference between male students and female students in terms of integrative motivation in some constructs as p. (asymp. sig.) is less than .05. As shown in Table (5), female students are more motivated in many constructs than male students. Looking at the results shown in Table (5), i.e. the p. values and means ranks, it can be consolidated that female students are more integratively motivated to learn English than male students because they showed higher agreement with the statements of the integrative motivation than male students.

Table (5): shows the p. values of the statements related to integrative motivation and the mean ranks of the two groups

Statement	Asymp. Sig. (2-tailed)	Mean Ranks	
		Female Students	Male students
I like English Language	.003	47.70	33.30
I like English people	.077	44.80	36.20
I like English culture	.000	51.10	29.90
I learn English because I want to interact with English speakers	.000	31.06	49.94
I learn English because I want to know more about English culture	.814	39.92	41.08
It was my choice to join the Department of English	.000	52.89	28.11
I learn English because I want to speak like English native speakers	.001	48.35	32.65
One must know English	.000	58.06	22.94
It is fun to learn English	.000	56.92	24.08
I want to learn English because I want to travel abroad	.000	27.29	53.71

Instrumental Motivation

The students' responses to the statements related to instrumental motivation show that there is a significant difference between male students and female students in terms of instrumental motivation in all statements as p. (asymp. sig.) is less than .05. As shown in Table (6), male students are more instrumentally motivated in than male students.

Table (6): shows the p. values of the statements related to instrumental motivation and the mean ranks of the two groups

Statements	Asymp. Sig. (2-tailed)	Mean Ranks	
		Female Students	Male Students
I joined the Department of English because I want to get a job	.000	28.40	52.60
I learn English because it will enable me to carry my tasks more efficiently	.000	28.45	52.55

Personal Motivation

The students' responses on the statements related to personal motivation show that there is a significant difference between male students and female students in terms of personal motivation in some statements as p. (asymp. sig.) is less than .05. As shown in Table (5), male students are more personally motivated in many constructs than female students. Looking at the results shown in Table (7), i.e. the p. values and means ranks, it can be consolidated that male students are more personally motivated to learn English than female students because they reported higher agreement with the statements of the personal motivation than female students.

Table (7): shows the p. values of the statements related to personal motivation and the mean ranks of the two groups

Statements	Asymp. Sig. (2-tailed)	Mean Ranks	
		Female Students	Male Students
I like to watch English movies	.329	38.11	42.89
I like to listen to English audios	.049	45.20	35.80
I was encouraged by my family to join the Department of English	1.000	40.50	40.50
I learn English for a personal development	.033	35.22	45.78
I learn English because it will enhance my status among my friends	.000	21.36	59.64
I like to learn English for activity itself	.006	37.00	44.00

Conclusion

It can be concluded that both groups of students, male students and female students, have positive attitudes towards English Language, English speakers, English culture and joining the Department of English. Both groups are interested in studying English, but female students are more interested in joining the Department of English. Both groups, male students and female students, are integratively motivated to learn English but female students are more integratively motivated towards learning English Language than male students. Both groups are instrumentally and personally motivated to learn English language but male students are more instrumentally and personally motivated to learn English Language than female students.

References

Akram, M., & Ghani, M. (2013). Gender and language learning motivation. *Academic Research International, 4* (2), 536-540.

Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology. *GEMA Online Journal of Language Studies, 9* (2), 29-55.

Cohen, M., & Dornyei, Z. (2002). Focus on the language learner: Motivation, style and strategies. In N. Schmitt (Ed.), *An Introduction to Applied Linguistics* (pp. 170-190). London: Arnold.

Cooper, R. L., & Fishman, J. A. (1977). A Study of language attitudes. In J. A. Fishman, R. L. Cooper, & A. W. Conrad (Eds.), *The Spread of English* (pp. 239-276). Rowley, MA: Newbury House.

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Mathew, P., Job, L. M., Al Damen, T., & Rafiqul Islam, M. (2013). An Arab EFL context: Does variance in anxiety and motivation across gender impact language attainment?. *Studies in Literature and Language, 6* (3), 14-22.

Mesri, F. (2012). Exploring the gender effect on Iranian university learners' beliefs to learn English. *International Journal of Academic Research in Business and Social Sciences, 2* (6), 98-106.

Mohammed, G. M. S. (2012). Relative clause structure in the texts written by the EFL learners in Thamar University, Yemen: A study in error analysis (Doctoral dissertation), Aligarh Muslim University, India.

Retrieved from
http://shodhganga.inflibnet.ac.in/handle/10603/11255?mode=full.

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*, 12-28.

Ozturk, G., & Gurbuz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia Social and Behavioral Sciences, 70*, 654-665.

Polat, N. (2011). Gender differences in motivation and L2 accent attainment: An investigation of young Kurdish learners of Turkish. *The Language Learning Journal, 39* (1), 19-41.

Saidi, A. A., & Al-Mahrooqi, R. (2012). The influence of gender on Omani college students' English language learning strategies, comprehension

and motivation. *International Journal of Applied Linguistics & English Literature, 1* (4), 230-244.

Yau, H. K., & Kan, M. S. (2011). Gender differences on intrinsic motivation in Hong Kong higher education. *e-Journal of Organizational Learning and Leadership, 9* (2), 63-80.

Appendix

Questionnaire

Dear students,

You are kindly requested to fill up in the following questionnaire that will be used only for academic and research purpose. Your data will be kept confidential. Your name is optional.

Name: …………………………………………………………… (Optional)

Sex: Male ☐   Female ☐

Age: ……………… years

Level of Study: 1 ☐   2 ☐   3 ☐   4 ☐

How many years have you spent in the Department of English? 1 ☐   2 ☐
3 ☐   4 ☐

If more, please specify ……………………..

In which class did you start learning English? Class 1 ☐ Class 7 ☐
If other, please specify ……………………..

Please read the following statements carefully and tick the box that is best suitable for you.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I like English Language					
2. I like English people					
3. I like English culture					
4. I learn English because I want to interact with English speakers					
5. I learn English because I want to know more about English culture					
6. I like to watch English movies					
7. I like to listen to English audios					
8. It was my choice to join the Department of English					
9. I was encouraged by my family to join the Department of English					
10. I joined the Department of English because I want to get a job					
11. I learn English because it will enable me					

to carry my tasks more efficiently					
12. I learn English for a personal development					
13. I learn English because it will enhance my status among my friends					
14. I learn English because I want to speak like English native speakers					
15. One must know English					
16. It is fun to learn English					
17. I want to learn English because I want to travel abroad					
18. I like to learn English for activity itself					

Thank you for your participation

Ebtedayee English Syllabus under BEFAQ: An Evaluation

Md. Abdul Karim Ruman[1]

Md. Abdullah Bhuiyan[2]

Abstract

An English learner requires being expert enough in the four basic language skills—listening, speaking, reading, and writing. But these four skills, especially listening and speaking skills, are not taught, practiced and learned adequately in most of the Qawmi madrasas under BEFAQ in Bangladesh. As a result, in spite of learning English for 8 years, majority of the students remain weak in English. My hypothesis is that the failure to design and implement the syllabus and textbooks properly, avoidance of practicing listening and speaking, untrained teachers etc. are the major reasons behind it. Therefore, this article explores, analyzes and evaluates minutely the present English syllabus at Ebtedayee level of Qawmi madrasa in Bangladesh; focusing on its textbook contents, method of teaching and marks distribution, its effectiveness in teaching and learning English as a foreign language as well as shortcomings along with some recommendations to modify it for achieving the maximal goal of communicative competence in the target language.

Introduction

As the first global lingua franca, English is the world's most widely used language and in most instances the required international language of communications. According to Wikipedia, about 1200 million people in the world use English either as L1 or L2. In the current world a working knowledge of English has become a requirement in a number of fields, occupations and professions, including education which is probably the most important arena. As a result, more than a billion people speak English to at least a basic level. Thus, English is a language which has great reach and influence; it is taught all over the world under many circumstances. For instance, the ability to speak and write English properly allows people to advance in the professional world. Being able to speak in English also widens one's horizon in communicating globally. Again, English is the language of computers that help to communicate with the people around the world through

---

[1]Lecturer, Department of English, Bisha University, Kingdom of Saudi Arabia.
[2]Lecturer, Department of English, Ishakha International University, Kishoreganj, Bangladesh.

Internet technology and e-mail. People who know English can deal with the Internet, which is a medium of information and communications revolution. Hence, in a developing country like Bangladesh the necessity of learning English as a Foreign Language is beyond description. So, the National Education Policy 2010 emphasizes on learning English as an international language for communicating locally and globally. Here, English is taught in schools, colleges and madrasas from the primary to the tertiary level; and it is learned here either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with a national or an international focus.

Madrasa education, as one of the three branches of the Bangladeshi education system – the others being general education and technical vocational education – plays a vital role in the country. Qawmi madrasa, one of the streams of madrasa education, is a non-governmental educational institution. In other words, it is a private system of madrasa education. It offers religious education and the study of languages such as Arabic, Urdu, and Farsi, in addition to some study of Bengali, arithmetic and English. According to the 18th aims of Qawmi Madrasa, as mentioned in the draft of *Qawmi Madrasa Shikhaniti 2012*, English is included in madrasa curriculum to fulfill the demand of age. However, Qawmi madrasas have little or no connection with the government and they follow the guidelines of independent Islamic educational institutions in Bangladesh and in other Muslim countries. In other words, they are, for the most part, affiliated to the Deobandi faith and teach the traditional Dars-e-Nizami system. Here, the main research question is – Does the Qawmi madrasa English syllabus meet the modern and religious needs of the Bangladeshi as well as global community in a way that is compatible with its development goals? So, the present study is undertaken with a view to evaluating the syllabus of English at the Ebtedayee level, in which it is taught as an elective subject, in Qawmi madrasas under BEFAQ, Bangladesh and recommending some modifications in that as per the demand of modern global age.

Literature Review

Many studies have so far been carried out in the field of Applied Linguistics and ELT around the world, though very few in the arena of Qawmi madrasa English curriculum under BEFAQ. Some of the works relevant to the present study are reviewed here.

Farhad Hossain analyzes and evaluates minutely the 2009-2010 session English syllabus at the SSC level in Bangladesh. He finds 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 effectively.

Hasan (2005) makes a linguistic study on the "English Language Curriculum at the Secondary level in Bangladesh: A Communication Approach to Curriculum Development". 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 or the curriculum of education is examination oriented. He also shows that 82% rural and urban madrasa 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. So, Hasan's study is relevant to the present study to a great extent.

A.B.M.Shafiqul Islam and Israt Jahan Shuchi (2012) conduct a research on the status of teaching and learning of English at the Dakhil level in Bangladesh. His study reveals that the major problems behind effective teaching and learning of English lie with textbook materials, syllabus, method of teaching, avoidance of practicing listening and speaking, poor quality of teachers, and resource constraints.

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. Thus she observes the clear interference of the mother tongue in practicing English in the classroom. This review is relevant to the context of present study which also keeps the medium of instruction into consideration.

Thus the relevant works, which are reviewed here, justify the current research and are a vibrant source of supportive information.

Research Objectives

The Research Objectives include the following:

- To understand and map out the form of Qawmi madrasa education, specifically under BEFAQ, Bangladesh.
- To evaluate the text book contents which the Ebtedayee students use for learning English.
- To analyze and evaluate the present syllabus at Ebtedayee level and find its merits that how much it is helpful in teaching and 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 more effective.
- To find out the causes why a large number of students fail in English every year.

- To investigate how much the students are aware of the importance of English; and their aims and motivation in this language learning.
- To observe the medium of instruction in teaching English in Qawmi madrasas.
- To investigate whether the teachers are efficient enough or have training in teaching English effectively.
- To convince the BEFAQ policy makers to make the Ebtedayee English syllabus up-to-date on the basis of CLTA.

Research Methodology

The study was carried out by applying quantitative and qualitative methods and using primary and secondary information. Primary data was collected through quantitative and qualitative techniques. Quantitative techniques involved a sample survey of some Qawmi madrasa students in Bangladesh. For this purpose, two structured questionnaires, one for the students and one for the teachers, were used to collect information regarding the current English syllabus, motivation for madrasa education, career prospects and plans, and finally, views on the modernization of the current syllabus.

Before conducting the sample survey, a series of qualitative surveys were undertaken: participant observation or classroom observation, and key persons interview (KPI). There experts concentrated mainly on curriculum related issues.

Secondary data was collected mainly through consultation of official documents including BEFAQ reports, madrasa education reforms reports, published materials and research reports. Websites were extensively browsed to access a variety of information from sources like newspapers, journals and research institutions.

Qawmi Madrasa: Origin & Curriculum

Madrasas in Bangladesh today had their origins with the process of British colonization of the Subcontinent. Deobandi Qawmi madrasas were originally established in India in the 19th century. According to an estimate there are approximately 15,000 registered Qawmi madrasas in Bangladesh, with 200,000 teachers educating 4,000,000 students. According to Rafiqul Huq, a senior officer of BEFAQ, the total number of Qawmi madrasas registered with Befakul is above 4,000. In Bangladesh Qawmi madrasas are privately-funded and before the government recognized the system in 2006, they had little or no association with the government. Another estimate indicates that up to 8 percent of Bangladesh's student population, mostly children of the very poor families, attends Qawmi madrasas. And the total number of teachers in Qawmi

madrasas is said to number 80,000, which provides an average of 10 teachers per madrasa. The vast majority of Bangladesh's Qawmi madrasas fall within the Deoband tradition and follow a religious studies curriculum based on the 17th-century Indo-Islamic syllabus known as "Dars-e-Nizami," still widely used in madrasas throughout South Asia. The Dars-e-Nizami curriculum teaches Islamic Law (Shariah), Tafseer (Quranic commentary), Hadeeth (Sayings and practices of the Prophet Mohammed Sm.) and Fiqh (Islamic jurisprudence) and includes the concurrent study of Arabic, Urdu and in some cases, Farsi. The syllabus consists of four stages which generally take about twelve years to complete. The final "post-graduate" stage culminates in a qualification known as "Dawra-e-Hadith," which Qawmi madrasa representatives equate to a Master's degree. In addition to the religious curriculum, most DQMs (Deobandi Qawmi Madrasa) have for the past several years made at least some attempt to incorporate modern subjects such as mathematics, computer studies, science, English and Bangla language into their curriculum, usually until Class 8 (about age 14). These subjects have a recognized theoretical place in the DQM curriculum and many Qawmi madrasas make some attempt to teach them, in addition to some basic vocational skills (computer skills, driving, electricity repair, etc). Befaqul Madarisil Arabia Bangladesh itself prints its own series of math, science, English (See Appendix) and Bangla language books for distribution to the institutions within its purview.

Befaqul Madarisil Arabia Bangladesh (BEFAQ)

Majority of the Qawmi madrasas in Bangladesh have been organized under a private institution called the Befaqul Madarisil Arabia Bangladesh which was founded in April, 1978. Bangladesh Qawmi Madrasa Education Board is the largest federation of Islamic seminaries in Bangladesh, enjoying autonomy from the state. Headquartered in Dhaka, BMA oversees curriculum and examinations for majority of the Qawmi madrasas across the country. BMA also publishes and distributes textbooks on non-religious topics such as math, science, English and Bangla.

Ebtedayee English Syllabus

According to BEFAQ, Ebtedayee English 2nd Paper marks distribution is as follows:

Grammar=   40 (5 items and each carrying 8 marks: 5X8=40)
Translation=   20
Composition =   20
Essay =   20

Total=   100 (See the syllabus contents in Appendix)

However, analyzing the Ebtedayee English question papers of 2012, 2013 and 2014 under BEFAQ, the English syllabus is found to be based on Grammar-Translation Method and it includes the following items carrying 100 marks in total:

Subject: English Literature & Grammar (Marks 100)

1. Writing poem (selected)
2. Writing word meaning in Bengali
3. Making sentences with selected words
4. Answering WH questions (General & from selected stories)
5. Cloze test with/without clues
6. Translating English passage into Bengali
7. Translating Bengali sentences into English
8. Grammar: Article, syllable, parts of speech (noun, pronoun, adjective, verb, preposition, conjunction, etc.), degree, number, antonym, tenses, sentence, etc.
9. Writing letter / application
10. Writing a paragraph
11. Writing an essay

(Students have to answer any 10 questions and each question carries equal marks)

Passing Rate in Ebtedayee Exam:

Year	Candidate Number (Boys)	Passing Rate	Candidate Number (Girls)	Passing Rate
2012	10332	67.8	3971	56.66
2013	11092	63.87	4917	60.20
2014	12397	67.81	6447	62.79

Data Collection & Analysis:

Teacher Questionnaire

A sample questionnaire for the teacher, as surveyed by the researcher, is shown below:

Teacher sample

(Please put Tick   mark next to the appropriate answer)

1. How is the present syllabus effective in teaching English?	a) Useful b) Very useful c) Somewhat useful
2. Do you think that the CLTA is more 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. What is your educational qualification?	a) BA (Degree) b) BA (Hons.) in English c) MA (General) d) MA in English
5. How do you feel in teaching with the present syllabus?	a) Lively b) As usual c) Not bad
6. Do you engage the students in listening activities? If yes, how?	a) No b) Listening to audio c) Listening to news d) Telling story
7. What skills do you usually teach in the class?	a) all the four skills b) mostly reading and writing c) listening and speaking
8. How do you teach grammatical rules?	a) By explaining b) By practicing exercise c) Only by memorizing d) All of the above
9. How many years of teaching experience do you have?	a) Less than 5 years b) More than 5 years
10. Do you encourage the students to use English outside the classroom?	a) Always b) Sometimes c) Never
11. Do you think the madrasa teachers are proficient and innovative enough to teach in CLTA?	a) Somewhat b) Yes c) No
12. Did you have a teacher's training in English? If not, do you think that the madrasa teachers need training?	a) Yes b) No, it's not necessary c) No, but it's necessary

13. How much response do you get from the students?	a) Good b) Satisfactory c) Below average
14. Is the time duration enough for learning English as a second language?	a) Yes b) No c) Should be extended
15. Can you complete the syllabus before BEFAQ exam?	a) Yes b) No c) Partially, the rest is completed by themselves
16. Why do a number of students fail in English in the BEFAQ 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
17. Do you think the present syllabus needs any change or modification?	a) Yes b) No c) Mark and topic distribution needs modification
18. Do you think the syllabus should be designed on CLTA?	a) Yes b) No c) Partially
19. Are the teaching materials sufficient?	a) Yes b) No c) In some cases sufficient and in others lack
20. Do you think that visual aid is needed for teaching English?	a) Yes b) No
21. How much is the syllabus relevant for your students to learning English?	a) Very much b) Fairly much c) A little d) Not at all
22. Do you make your students practice four skills (LSRW) in the English Class?	a) Yes b) No c) Sometimes d) Reading & Writing
23. How much is the book helpful to you to teach the English language skills?	a) Very much b) Fairly much c) A little d) Not at all
24. How often do you explain the vocabulary items in English?	a) Always b) Sometimes c) Not at all

25. Do you speak English in the class (out of teaching lessons)?	a) Yes b) No c) Partially
26. Do you think you are competent to teach English at Ebtedayee Level?	a) Absolutely b) Partially c) No
27. How much do you encourage your students to speak English?	a) Very much b) Fairly much c) A little d) Not at all
28. When do you correct your students' errors/ mistakes they commit?	a) Immediately, in class b) later, in class c) later, in private
29. Why do your students study English?	a) Passing examination b) Getting good jobs c) Communicating with others d) Reading English books

Student Questionnaire:

A sample questionnaire for the students, as surveyed by the researcher, is shown below. Item wise percentage of the score is calculated as follows:

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

Student sample
(Please put Tick   mark next to the appropriate answer)

1. How do you feel learning English?	a) Hard- 20% b) Easy- 30% c) Average- 50%
2. If difficult, why is difficult?	a) Weak in vocabulary and grammar- 100% b) Weak just 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 speaks in Bangla- 60% c) Mainly in Bangla- 40%
4. Do you think the teachers are qualified enough or do they need training?	a) Yes, qualified- 70% b) Need training- 20% c) No comment- 10%

5. Do you think listening should be included in the syllabus?	a) Yes b) No c) Will be helpful- 50% d) For class, not exam- 50%
6. How many English classes do you like to have in a week?	a) 6 classes- 100% b) More than 6 c) Less than 6
7. Do you have any classroom work like talking in English?	a) Yes b) Not frequently- 50% c) Never- 50%
8. Does the paragraph and essay section help enrich writing skill?	a) Very useful- 100% 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- 30% b) Somewhat- 70% c) No
10. Do you have any group discussion or presentation?	a) Yes b) Never- 60% c) Sometimes- 40%
11. Do you ask questions to your teacher in English?	a) In English b) In Bangla- 60% c) Both in English and Bangla- 40%
12. How do you enjoy your English class?	a) Very much- 50% b) Boring- 20% c) Not so much- 30%
13. After checking the scripts, does your teacher discuss about the errors?	a) Always- 80% b) Sometimes- 20% c) Never
14. How do you learn grammatical rules?	a) By memorizing- 50% b) Explaining by teacher- 50% c) By practicing contextual exercise
15. How much is the syllabus relevant to learning English?	a) Very much b) Fairly much- 80% c) A little- 20% d) Not at all
16. Do you practice the four basic skills of English (LSRW) language in the class?	a) Yes- 60% b) No c) Reading & writing- 40%
17. How much is the textbook useful to learn English language skills?	a) Very much b) Fairly much c) A little- 100% d) Not at all

18. How often does the teacher explain the vocabulary items in English?	a) Always b) Sometimes- 40% c) Not at all- 60%
19. Does your teacher speak English in the class (out of teaching lessons)?	a) Yes b) No- 100% c) Partially
20. Do you think your teacher is competent for the Ebtedayee level?	a) Yes- 80% b) No c) Partially- 20%
21. How much does your teacher encourage you to speak English?	a) Very much b) Fairly much- 30% c) A little- 70% d) Not at all
22. When do you want your errors/mistakes to be corrected by your teachers?	a) Immediately, in class- 100% b) later, in class c) later, in private
23. Why do you study English?	a) Passing examination- 20% b) Getting good jobs c) Communicating with others- 80% d) Reading English books

Classroom Observation:

A sample of classroom observation by the researcher is shown below:

Classroom Observation

Criteria	Comments
Madrasa's name	Darul Ulum Dudu Miah, Dhaka
Teacher's name	Hamidul Islam
Class level	V
Number of the students	22
Date and time	14- 02- 2015; 7.00-7.45 pm
Topic of the class	Our Heritage
Class duration	45 minutes
Class size and equipments	Moderate with a whiteboard and a few low benches.
Teaching materials	Textbook
Use of lesson plan	No use
Activities	Reading comprehension, memorizing vocabulary, questioning and answering.
Change in activities	Yes
Use of textbook-based tasks	Use of some tasks
Use of speaking and listening	No

tasks	
Questioning and answering	Yes
Medium of instruction	Both Bangla and English
Teacher-student interaction	A little bit
Fulfilling the objectives of the lesson mentioned in the textbook	Partially fulfilled
Vocabulary teaching	Vocabulary was taught using Bangla medium and students were let to memorize the meaning.
Overall comment on using the textbook	Limited use of the contents of the textbook. Those which are related to examination are emphasized.

Findings & Recommendations

As the student questionnaire shows, all the respondents feel difficulty in learning English due to their weakness in vocabulary and grammar. So, more emphasis should be put on these items. Most of the students agree that listening should be included in the syllabus, at least for practice in the classroom. In response to the question whether they have any classroom work like talking in English, all of them replied negatively. In most cases, the traditional teaching quality, minimal teaching resources available within the Qawmi madrasa system, lack of lesson plan and teacher-student interaction—as observed from the classroom observation—mean the students graduating from Qawmi madrasas are dramatically less qualified to seek modern employment opportunities than their peers from government-regulated and English-medium private schools. Indeed, the extreme inadequacy of Qawmi madrasa teaching staff and materials for these subjects, the lack of uniform standards and the upper age limit at which such non-religious education stops (as early as Class 8 or about age 14) mean in practice these subjects get short shrift. Therefore, the Qawmi madrasa community should entertain any attempt from the outside to impose changes on its English curriculum after consideration. Issues of teacher qualification and preparation, conditions of some Qawmi madrasas, and the lack of proper facilities are only few of the concerns that everyone shares. Almost all those who participated in this research—Qawmi madrasa staff, teachers, students, and others—suggested that the modernization of its English curriculum as well as the teachers' training are mostly needed in this age of globalization.

Since majority of the experienced English teachers of Qawmi madrasas think that the current textbooks are a little helpful to teach and learn the English language skills and CLTA is more effective than the existing one,

BEFAQ should design the English curriculum on CLTA which emphasizes on learning the language through interactive and communicative process and there should be a teacher's guide for its proper implementation. CLTA is a communicative based approach which emphasizes learners to internalize a second language, to be creative and imaginative in real-life situations, and competent in oral practice. For this, the memorization depended parts, like writing poem and story based WH questions, can be deleted from the existing question pattern. If a seen comprehension is included instead of these, a student has to comprehend a passage given in the question paper and then answer the questions like multiple choice, true/false, matching words, open ended questions etc. by understanding the passage. There can also have rearranging and substitution table to make them more creative in the target language. Instead of the questions like changing merely verb form, number and degree; defining, classifying and exemplifying syllable, noun, adjective, sentence etc., it would be better to ask for filling in the gaps using right form of verbs, appropriate prepositions, linking words; changing the form of speech, transformation of sentences, voice change etc. (each carrying 5 marks) to make the students more competent in English. Emphasis should be given on frequent practice of these grammar items by the students. In the part of composition, writing dialogue can be added which will enable them to practice English in real life situations more confidently. As the result shows, sometimes there can also be listening to audio in the classroom, even if not in the BEFAQ final examination, so that the students can communicate with native English speakers easily. Now, to adjust the distribution of total marks in exam, translation from English into Bengali can be excluded from the question paper. Besides, question no.2 and 3 can be merged. That is, writing word meaning in Bengali and making sentences with them can be given in one question. Above all, the current distribution of equal marks for each item of questions should be modified. Indeed, learners should use English language not only inside the classroom through role playing, presentation, debate, pair work, group discussion etc. to make it student-centered but also in real life situations through constant and regular practice with the teacher, the fellow students and the learned family members. Significantly, their errors should not be treated negatively; rather should be taken as a sign of language development process.

The government formed an education commission for Qawmi madrasas and the commission report was approved in April, 2012. This commission should properly monitor the education system there. To ensure quality assurance, a regular body and an accreditation system need to be set in place accurately. The BEFAQ board must upgrade the standard of their English textbooks. There the contents and amount of information should be more sophisticated, meaningful, practical and communicative (see appendix

for the content of Ebtedayee English textbooks). Like the textbooks of general education, topics and themes of BEFAQ textbooks should be selected in a way that would help Qawmi madrasa students address the needs of real life situations. For instance, each lesson should contain a variety of activities and skills with maximum student involvement. Emphasis should be given on listening and speaking skills as the foundation on which to develop reading and writing skills. So, to make teaching and learning of English most effective, the textbook needs to be complemented with audio-visual materials. The English class duration should also be extended, as some madrasa teachers suggest. After all, the Qawmi madrasa English teachers should be properly trained on CLTA so that they can be proficient enough to encourage or motivate their students to achieve the target of communicative competence in English more effectively and realistically.

Conclusion

Madrasa education is an integral part of the Bangladesh education system. Its origin dates back to the colonial period and it has continued to operate alongside the general education system since the birth of Bangladesh. However, its Indo-Islamic syllabus known as "Dars-e-Nizami" was, in fact, formulated to meet the need of producing appropriate manpower for administrative system of the day based on Farsi and Urdu languages and administrative system of the Mughal era. But now there are different administrative system, language and skill requirements. Besides, every year many Qawmi madrasa degree holders go abroad for job and there they need competence in English. So by and large, the DQM community has already accepted the concept of providing non-religious education (math, science, social sciences and English) to their student. But their language competence in English has not been fulfilled yet due to the limitations in syllabus as well as textbook design and examination system, lack of teachers' training and teaching methodology, lack of teaching materials, lack of teacher-student interaction, lack of practice in English inside the classroom, lack of teachers' encouragement/feedback and students' learning motivation, students' fear in using English in real life situations etc. That is why, a successful communicative-competence in English requires solving these problems and modifications of the current English syllabi, textbooks' contents, and examination question pattern on the basis of CLTA. After all, English should be taught as a compulsory subject up to class 8 of Qawmi madrasa education and BEFAQ should conduct English final examination at least from class 5 to class 8. And all these are for improving the teaching and learning conditions of English in the Qawmi madrasas, especially Ebtedayee level, under BEFAQ, Bangladesh.

Works Cited

Islam, A.B.M.Shafiqul, and Israt Jahan Shuchi. "An Insight into the Status of Teaching and Learning of English at the Dakhil (Secondary) Level in Bangladesh." *Bangladesh Research Foundation Journal* 1.1 (2012): 33-52.

Hasan, Kamrul, M. "A Linguistic Study of English Language Curriculum at the Secondary Level in Bangladesh: A Communicative Approach to Curriculum Development." *Language in India* 4.8 (2004): 1-240.

Hoque, M S, et al. *English For Today: Class One.* Dhaka: National Curriculum & Textbook Board, 2012.

Hossain, Farhad. "An Evaluation of the English Syllabus at the SSC level in Bangladesh." Master's diss, Jahangirnagar University, Bangladesh, 2009.

http://en.wikipedia.org/wiki/English_language

http://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language

http://toeflgencligi.blogspot.com/2008/11/importance-of-english.html

http://family.wikinut.com/Importance-of-Learning-the-English-Language%3A-Why-Learning-English-Online-Is-Better-Than-Classroom-Training/mvg-m5-k/

http://www.english-test.net/forum/ftopic24334.html

http://en.wikipedia.org/wiki/List_of_languages_by_total_number_of_speakers

http://beps.net/publications/BangladeshMadrasahStudyFINAL.pdf

http://www.bei-bd.org/images/report/whc4f30f4c4d469d.pdf

https://www.wikileaks.org/plusd/cables/09DHAKA419_a.html

http://www.nbr.org/publications/specialreport/pdf/preview/pr09_islamed.pdf

http://bdloan.net/qawmi-madrasah-of-bangladesh-shikhaniti-2012.html

http://www.nhrc.org.bd/PDF/Study%20reports/Right%20to%20Education.pdf

Pande, Anjali. "Techniques and Motivation of ELT Teachers Teaching English at Higher Secondary Level in Tamil Nadu." Ph.D diss. Bharat University, Chennai, India, 2005.

Wadud, Mushfique. "Directorate Soon for Madrasas." *Dhaka Tribune*. Dhaka: 19 April,2014. http://www.dhakatribune.com/education/2014/apr/19/directorate-soonmadrasas#sthash.Vc5JnITs.dpuf.

Appendix A

Subject: English 1st Paper

Contents

Term :

1st Term :
1. Poem : Hamd-e-Elahi : Nouns
2. Letter : Pronouns
3. Abid's Friend : Simple Questions
4. Grammar : Learning Adjectives
5. Life of Sher-e-Bangla Part one : Conjunctions
6. Life of Shere-e-Bangla Part two : Arranging Information

2nd Term :
7. Poem : Haji Mohammad Mohsin and The Thief.
   Exercise : Grammar : Parts of Speech
8. Story : Allah rewarded him :
   Grammar : Simple Present and Past Tenses.
9. Essay : Our National Defence
10. Grammar : Numbers

Final Term :
11. Poem : The Grace of Heaven
    Grammar : Prepositions
12. Life : Hazrat Moulana Shamsul Haq Faridpuri
13. On Using Dictionary
14. Poem : Allah The Almighty :
    Grammar : Opposites
*   **Comprehensive Exercise**

Appendix B

Subject: English 2nd Paper
Contents

Part 1: Grammar

LESSON-1	Introduction lesson
LESSON-2	Sentence
LESSON-3	Parts of Speech
LESSON-4	Persons
LESSON-5	Case
LESSON-6	Number
LESSON-7	Gender
LESSON-8	Punctuation
LESSON-9	Article
LESSON-10	Noun
LESSON-11	Pronoun
LESSON-12	Adjective
LESSON-13	Kinds of Verb
LESSON-14	Tense

Part 2: Translation

LESSON-1
LESSON-2
LESSON-3
LESSON-4
LESSON-5
LESSON-6
LESSON-7
LESSON- 8
LESSON- 9
LESSON- 10

Part 3: Composition
1. Paragraph writing
2. Letter writing
3. Essay writing
4. Sample question

Understanding Teaching Methodology: A Study of Teaching English in Bangladesh

A. S. M. Saadul Quader[1]

Abstract

In teaching methodology, grammar-translation method, direct method and communicative approach are very popular. Usually, teachers of all the levels are using these methods according to the situation but in teaching English, as a foreign language, tasks and activities are difficult and complex in Bangladesh. This article highlights advantages and disadvantages of these methods in the perspective of Bangladesh and also compares these three teaching methods and the teachers' role in it for the betterment of the general students of the country.

Keywords: Method, Approach, Teacher, Student, Classroom, Bangladesh

Introduction

Grammar-Translation Method, Direct Method and Communicative Approach are debatable issues in teaching for many years but even today language teachers are giving their various opinions about these three. So, it becomes difficult to say specific decision on applying these methods in the classroom for gaining both the accuracy and fluency in language learning. It is known that Grammar Translation Method gives importance in accuracy but language fluency is passive here. On the other hand, direct method and communicative approach emphasize the ability to communicate in the target language. It is difficult to say which one is the best for the students of Bangladesh because the education facilities and learning environments are different from one place to another and all these depend on the existing situations, the teachers and the students.

At present, these three methods or approaches are quite popular among the teachers. Some teachers think that grammar-translation method is suitable for the general students of English in Bangladesh because English is a foreign language and students have a very limited scope to use it properly. Some

---

[1]Assistant Professor, Department of English, The People's University of Bangladesh.

teachers prefer direct method to teach English because they think students cannot learn it properly without creating proper target language environment. So, many teachers prefer to use only the target language in the classroom to achieve the goal. But, recently many teachers are applying communicative approach to make the students active users of the target language.

These three methods have different aims. According to Freeman (2000) the main goal of the communicative approach is that the one learning the language must be able to communicate in that language. In other words, it can be said that the goal is to enable the students to communicate in the target language. According to Hymes (1981) one of the important components of communicative competence is the ability to select a linguistic form that is appropriate for a specific situation. Littlewood (1996) claims that the students or the one learning the language in this approach must attain as high a degree as possible of linguistic competence. It actually means that the students must develop their skills and ability to use them spontaneously and flexibly in different situations according to their needs.

In Bangladesh, for many years teachers use grammar translation method for teaching English and in the classroom they like to give instruction on grammatical rules and translation to achieve the target language. Freeman (2000) says if the students can translate from their own language to the target language, they are considered successful language learners. Here, students are supposed to remember the essential vocabularies for their own need. Brown (1994) asserts that the main focus is on grammatical rules, the memorization of vocabulary and various declensions and conjugations, and translations of texts, which is achieved by doing written exercises. On the other hand, the direct method is totally opposite of the grammar translation method as no translation of the target language to the native language is allowed (Freeman, 2000). It shares some features with the communicative approach. According to Freeman, the purpose of language learning in this way is also to enable students to communicate. Here, students need to be active users of the target language and need to learn how to ask questions as well as be able to answer them.

Importance of Methods or Approaches in Teaching

In the last 50 or 60 years different teaching methods and approaches have been presented and all of them have different aims or goals. The importance is on how a second language is learned and how learning can be improved through changes for the improvements in teaching methodology. In 1963 Anthony says, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the

particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (Richards 2001: 19). Mackey (1965) asserts that in language teaching dimensions of selection, gradation, presentation and repetition underlying in a method are playing vital roles.

Despite the changing status of approaches and methods in language teaching, the study of past and present teaching methods continues to form a significant component of teacher preparation programs. The reasons for this are the following:
1. The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.
2. Approaches and methods can be studied not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs.
3. Experience in using different teaching approaches and methods can provide teachers with basic teaching skills that they can later add to or supplement as they develop teaching experience.

(Richards & Rodgers, 2001: 16)

According to Richards and Rodgers (2001), an approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching. Particular approaches and methods will lead to more effective levels of language learning than alternative ways of teaching. The quality of language teaching will improve if teachers use the best available approaches and methods.

Principal Characteristics of Grammar-Translation Method:
1. Grammar-Translation Method is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.

4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.

5. Accuracy is emphasized. Students are expected to attain high standards in translation, because of the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century.

6. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are practiced through translation exercises. In most Grammar-Translation texts, a syllabus is followed for the sequencing of grammar points throughout a text, and there is an attempt to teach grammar in an organized and systematic way.

7. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

<div align="right">(Richards & Rodgers: 2001)</div>

Principal Characteristics of Direct Method:
1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

<div align="right">(Richards & Rodgers: 2001)</div>

Principal Characteristics of Communicative Approach:
1. Meaning is paramount.
2. Dialogues are not normally memorized.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device that helps the learners is accepted – varying according to their age, interest, etc.

9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of native language is accepted where feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal.
15. Teachers help learners in any way that motivates them to work with the language.
16. Language is created by the individual, often through trial and error.
17. Fluency and acceptable language is the primary goal. Accuracy is judged not in the abstract but in context.
18. Students are expected to interact with other people, either in the flesh, through pair or group work, or in their writings.
19. The teacher cannot know exactly what language the students will use.
20. Intrinsic motivation will spring from an interest in what is being communicated by the language.

(Richards & Rodgers: 2001)

Aspects of Teaching and Learning Techniques

Grammar-translation method is quite popular in Bangladesh but the fact is this process is somehow boring in different stages of learning as the students have to translate from one language to another. According to Freeman (2000), they have to memorize native language equivalents for target language words. Brown (1994) says, much of the vocabulary is taught in the form of lists of isolated words; long elaborate explanations of the intricacies of grammar are also given, and there is not as much emphasis on communication as there is in the communicative and direct approaches. Grammar-translation method is based on the idea that learning a second language is similar to learning a first language, and in this way, the teacher attempts to recreate an environment similar to the situation when they learned their first language. But, in the communicative approach students do not have to remember each and every vocabulary without the real context. Freeman (2000) says, in the communicative approach the grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors. Freeman also added that errors are tolerated and are seen as a natural outcome of the development of communication skills. Hymes (1981) asserts that in teaching grammar, it is important to make the language situations and language material as realistic as possible.

Brown (1994) explained that in the direct method, only everyday vocabulary and sentences were taught. Just like in the communicative approach, the student learning the language in the direct method learns the

grammar inductively, not by memorizing as in that of the grammar-translation method. Even though the direct method has many things in common with the communicative approach, according to Brown it can be distinguished from the communicative approach as correct pronunciation and correct usage of grammar are emphasized in the direct method.

Teachers' Role in Methods

In the grammar-translation method, the teachers play a very traditional role; it means that in the classroom the teacher is the highest authority and the whole environment becomes teacher-centered. In this method, it is the teacher who gives all the instructions and provides all the answers to the questions of the students. This also signifies that teachers are supposed to know everything and will correct all the mistakes made by the students. In the communicative approach the teacher's role is like that of a facilitator and in this approach teacher's major responsibility is to establish the situation that would promote communication among the students in the classroom. In the direct method, the teacher's main duty is to demonstrate but in the classroom the teacher does not explain or translate (Freeman, 2000). But, the teacher will direct and control the class and all the activities done by the students and here the student's role is less passive than in the grammar-translation method. In the direct method, teachers believe that students need to associate meaning and the target language directly. Freeman (2000) explained that when the teacher introduces a new target language word or phrase, s/he demonstrates its meaning through the use of visual aid, pictures or pantomime and never translates it into the students' native language.

Advantages and Disadvantages

In Bangladesh most of the teachers are using grammar-translation method to teach English as a target language to the students because by using this method teachers can easily explain target language and on the other hand students can pick all these simply because teachers use the native language. For this reason, even in 2014 most of the educational institutions of Bangladesh heavily rely on grammar-translation method. To change this rigid culture teachers need time because in this country most of the people like to use native language, Bangla, in almost every sector. So, still English is a foreign language and students have anxiety and fear about using it. On the other hand, after finishing graduation or post graduation degree most of the students in Bangladesh cannot speak or write English properly for the lack of practice. When the students go abroad for higher studies or for jobs they face problems and it is very difficult for them to adjust in an English speaking country. As a result, they cannot reach their goal and huge struggle becomes part of their life. Actually, through grammar-translation method students can get only the rules and structures of the target language but this method might

make the language learning experience uninspiring and boring. Furthermore, this method neither enhances nor encourages the students' communicative competence which is the main advantage of the direct and communicative approaches. Grammar-Translation method heavily depends on translation but translation is a difficult task for the common students and exact translation is not possible always from one language to another.

But, in the direct method the students learn the target language directly because teachers use only the target language in the classroom to teach. In this way, some advanced students may get more benefit but in Bangladesh most of the students fail to learn the target language properly. For example, in the English language classroom at any level, to understand all the words in English is not easy for the general students of Bangladesh because they usually have very limited knowledge of English vocabulary and they have limited scope to use it in their daily life. It is difficult to establish this method in all the educational institutions.

At present, most of the English speaking countries are using communicative approach in the classroom frequently and it is true that within a very short period this approach has gained popularity among the students. It is suitable for those countries that have the culture of using English regularly in daily life but country like Bangladesh communicative approach is not for all the levels. Because in the communicative approach students need to do all the tasks in the target language and teachers also need to conduct all the activities in the target language. Both are the difficult issues in the perspective of Bangladesh. Here, most of the teachers have no proper training to conduct the class in this approach and students have limited knowledge in English to use it properly. In communicative approach if communication fails, it will not work out. Littlewood (1996) says that in the communicative approach classroom activities maximize opportunities for learners to use the target language in a communicative way for meaningful activities. In this issue Nunan (1998) asserts that the weak point to this approach is that if the teacher doesn't know how to act as a facilitator, this method would fail.

Conclusion

It is very clear that all the methods or approaches have some positive and negative sides but all are useful and effective for the students of any level. In Bangladesh different kinds of education and students and different levels of motivation and maturity can be seen. For these reasons, it is difficult to say or suggest any specific method or approach for them. The teacher will decide which will be more useful for the students depending on the situation, context and students' level. In the communicative approach teachers believe that sufficient exposure of the target language to the learners might make the

learners acquire the rules of the language. On the other hand, grammar-translation method believes that the complete grammatical rules provided to learners beforehand might benefit the learners the most. In the direct method students are taught in the same way as when they learned their first language. So, teachers need to be more conscious about the total circumstances before selecting any kind of teaching methodology because there is no best way of teaching English and none of these three methods is superior to another. The point is all of them depend on the goals or aims of the course for providing proper education to the students of different levels in Bangladesh.

References

Brown, Douglas H. (1994). *Teaching by Principles*. Upper Saddle River: Prentice Hall Regents.

Cook, Vivian. (2011). *Second Language Learning and Language Teaching*. London: Hodder Education.

Freeman, Diane Larsen. (2000). *Techniques and Principles in Language Teaching*. London: Oxford University Press.

Hymes, D. H. (1981). *On Communicative Competence: In the Communicative Approach to Language Teaching*. London: Oxford University Press.

Littlewood, William. (1996). *Communicative Language Teaching*. New York: Cambridge University Press.

Nunan, David. (1998). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall.

Richards, Jack C., & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Role of Civil Society in Combating Climate Change

Md. Mahbub Or Rahman Bhuyan[1]

Abstract

This research paper is built upon the notion that neither the role of civil society has gained sufficient research interest within the context of climate change, nor have studies on civil society paid particular attention to climate change issues. However, more recently their involvement is growing in other social issues. It specially focuses on the pattern of civil society in a global context and pinpoints the strategic areas where it can play positive role in climate change inventiveness and policy making process. This paper also tries to identify the potential role of the organized members in enhancing empowerment and participatory governance. The article examines attempts to support capacity-building for preparedness, with a particular focus on collaboration between government actors and civil society in Bangladesh.

Keywords: Climate Change, Civil Society, Climate Change Policy

Background of the Study

Our climate is changing - this idea began gaining prominence in the late 1970s following the Stockholm Environment Convention. This period witnessed many alarming findings such as the melting of Arctic and Himalayan glaciers, the discovery of the ozone hole, the rise in sea level, the abrupt weather patterns, and the atypical heat conditions. This led to the creation of the United Nations Framework Convention on Climate Change (UNFCCC) – an international treaty designed to address the issue on a global scale. Simultaneously, concern with climate change brought about the formation of a colossal number of environmental NGOs across the globe.

According to the Global Climate Risk Index 2009 of German Watch, Bangladesh is the top most vulnerable country in the world. The civil society of Bangladesh has played a leading role in the global climate change discourse

---

[1]Senior Lecturer, Department of English (Social Sciences), City University, Dhaka, Bangladesh.

right from its beginning. Civil society representatives have made significant contributions to scientific studies, policy analyses, strategies and actions, advocacy, and information dissemination in their respective countries, as well as regionally and globally. Areas like South Asian civil society, research and academic institutions, and the media have made significant contributions to climate change.

Conceptualization

Civil society, for A. Ferguson (1767) refers to as a state of civility and as the consequence of civilization. In Hegel (1837), 'civil society' became an intermediate institution between the family and the political relations of the state. As this definition emphasizes, civil society is closely related to the more recent concept of 'social capital'. As described by Putnam (1993), social capital describes the overlapping networks of associational ties that bind a society together.

Climate change is a change in the statistical distribution of weather patterns when that change lasts for an extended period of time (i.e., decades to millions of years). Climate change may refer to a change in average weather conditions, or in the time variation of weather around longer-term average conditions (CDMP, 2009). The most general definition of climate change is a change in the statistical properties of the climate system when considered over long periods of time, regardless of cause. (NSIDC, 2001)

Rationale of the Study

Civil society organizations do not see tackling climate change as relevant to their core work, a Green Alliance report has found. The *New Times, New Connections* report conducted desk-based research and interviews of 222 non-environmental organizations to discover how the sector can act to curb climate change without the need for legislation. The report revealed that climate change was low on the priority list for many of the organizations questioned and that there is a "lack of climate literacy" in the sector. Wider civil society organizations have a hugely significant role in tackling climate change and there are real imperatives for a much broader range of organizations to think more strategically about what it means for their work and beneficiaries. (Young, 2010)

It has the potential to roll back progress on a wide range of goals, including efforts to tackle poverty and inequalities and to protect the vulnerable. Once the links are made, the power of civil society organizations to influence decision makers with compelling new perspectives will be invaluable in securing more rapid and ambitious progress on climate change. Since the people of all classes suffer from climate change induced disasters

their involvement to mitigate the problem is also extremely significant. Moreover, civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Thus, the role of civil society can play a very important role in bridging the gap between policy-makers and public in combating climate change.

Research Objectives

The objectives of the study are—
1. To evaluate the role of civil society on climate change
2. To assess the Government-initiative to include civil society into climate change policy in global context, and
3. To identify the relationship between civil society and government in Bangladesh

Research Methodology

Qualitative method based on secondary sources was used in this research. Data were collected from different newspapers, journals, periodicals and websites. Reports of various organizations were also included.

Role of Civil Society

Civil society organizations hold the only remaining key to averting catastrophic climate change, according to the Green Alliance, a group of international environmental organizations. Whether they are truly effective or not, there is little doubt that civil society can be effective in shaping development and environment. The literature on the various ways in which civil society influences global environmental policy in general and climate policy in particular, points out that civil society employs 'civic will' to the policy discourse and that it can motivate policy in three distinct but related ways (Banuri and Najam, 2002 cited in IPCC report 2007). First, it can push policy reform through awareness-raising, advocacy and agitation. Second, it can pull policy action by filling the gaps and providing policy services such as policy research, policy advice, and in a few cases, actual policy development. Third, it can create spaces for champions of reform within policy systems so that they can assume a salience and create constituencies for change that could not be mobilized otherwise.

The image of civil society 'pushing' for environmental protection and climate change mitigation policies is the most familiar one. There are numerous examples of civil society organizations and movements seeking to push policy reform at the global, national and even local levels. The reform desired by various interest groups within civil society can differ (Michaelowa, 1998). But common to all is the legitimate role civil society has in articulating and seeking their visions of change through a multitude of mechanisms that

include public advocacy, voter education, lobbying decision-makers, research, and public protests. Given the nature of the issue, civil society includes NGOs, academic and other non-governmental research institutions, business groups, and broadly stated the 'epistemic' or knowledge communities that work on better understanding of the problematic climate change. Some have argued that civil society has been the critical element in putting global climate change into the policy arena and relentlessly advocating its importance. The only way governments will be persuaded to overcome their inertia on the issue is if public attitudes to the problem change, and the only way the public will be persuaded to change their own behavior and thus influence governments to take real action is if they are mobilized to do so by the civil society organizations that they trust. In particular, studies on the negotiation processes of global climate change policy (Levy and Newell, 2000; Corell and Betsill, 2001) highlight the role of non-governmental and civil society actors in advancing the cause of global climate change mitigation.

Role of Civil Society in Climate Change Policy

As the international climate negotiations are moving at a slow pace, developing countries are creating new policies to deal with climate change. A new report by a coalition of NGOs demonstrates that civil society is critical to policy processes that aim to tackle climate change and protect the poorest and most vulnerable communities from its impacts (UNFCC, 2012). The UNFCC report highlights the importance to civil society networks of engaging with the media to reach the general public and key decision-makers, and of having good relations with governments to influence policy making and implementing.

In Zimbabwe, for example, the Climate Change Working Group has successfully advocated for a new national climate change strategy. And as a result of advocacy activities by the Cook Islands Climate Action Network, a climate change unit has been established within the office of the Prime Minister to ensure that the issue falls within the portfolio of the highest government officials. Many of even the world's poorest countries now have active civil society coalitions that work on climate change, and they are increasingly influential. These coalitions can play an important role as bridges between vulnerable communities and those with the power to enact policies that can protect people from the impacts of climate change. This report will help these coalitions learn from each other as many operate in isolation. (Reid, 2012).

The role of civil society in 'pulling' climate change mitigation policy is no less important. In fact, the IPCC assessment process (2001) itself is a voluntary knowledge community seeking to organize the state of knowledge

on climate change for policy-makers. It is an example of how civil society, and particularly how 'epistemic' or knowledge communities can directly add to or 'pull' the global climate policy debate (Siebenhuner, 2002; Najam and Cleveland, 2003 cited in IPCC report 2007). Civil society plays key roles in pushing for new laws, programmes, policies or strategies on climate change, in holding governments to account on their commitments; in identifying the lack of joined-up government responses to climate change; and in ensuring that national policy making does not forget the poor and vulnerable; by civil society and epistemic actors playing key roles in climate change policy assessments at all levels from the local to the global. (IPCC, 2007)

Finally, civil society plays a very significant role by 'creating spaces for champions of policy reform' and providing platforms where these champions can advance these ideas. The Pew Climate Initiative and the Millennium Ecosystem Assessment are two examples of how civil society has created forums and space for discourse by different actors, and not just civil society actors, to interact and advance the discussion on where climate change mitigation and sustainable development policy should be heading. Increasingly, civil society forums such as these are very cognizant of the need to broaden the participation in these forums to other institutional sectors of society.

Situation of Bangladesh

Bangladeshi civil society organizations demand participation in the management of the official climate change funds for their representatives and those of the affected communities, to enhance their transparency and accountability. (*The New Age*, 2009)

Again, several civil society members supported by several legislators, called for the creation of an independent inter-ministerial board for the management of the climate funds, under the supervision of the Prime Minister with representatives from civil society organizations and the affected population. Speaking at the national consultation meeting on the eve of the 17th Conference of the Parties to the United Nations Framework Convention on Climate Change the representatives of Bangladeshi civil society said that the Prime Minister's supervision would ensure a coordinated action. (Ibid, 2009)

By involving the affected people and civic groups with the government in the administration of the funds, their management would be more transparent and accountable. The government formed Bangladesh Climate Change Trust Fund with Tk. 21 billion (some USD 272 million) from its own sources, in line with the implementation of Bangladesh Climate Change

Strategy and Action Plan. It also created the Climate Change Resilience Fund of worth $128 million (some USD 1.7 million), with contributions of other international donors. In fact, the democratic ownership of the funds could be ensured only by facilitating the participation of the affected people and the civil society.

With support from international donors the government launched the Comprehensive Disaster Management Programme (CDMP) in 2004. The first phase of the project was implemented between 2004 and 2009, and the current CDMP II is an expansion and scaling up of this first phase. CDMP II aims to institutionalize the adoption of risk reduction approaches, not just in its host Ministry of Food and Disaster Management, but more broadly across 13 ministries and agencies. CDMP II channels support through government and development partners, civil society and NGOs, promoting cooperation, providing coordination, ranking priority programmes and projects and allocating resources to disaster management, risk reduction and climate change adaptation.

Conclusion

The partnership is not without costs. Maintaining the relationship has taken time and energy. Civil society members and government officials often come from different backgrounds and have different working styles and cultures. In particular, there is often an assumption that the government is a single homogenous entity, when in fact there is often a great diversity of agendas, approaches and alliances even within a single department or bureau. Identifying entry points and 'champions' is critical. Personalities and personal chemistry, particularly between the leaders of the various partners, are very important in overcoming these tensions. Tensions can also arise when civil society members simultaneously engage in public advocacy which criticizes the government. Again, the diversity and complexity of government institutions make matters more complex than they might at first appearance. Whilst some government actors may resent open criticism from partners, others acknowledge shortcomings and recognize the usefulness of public pressure in overcoming inertia and opposition.

References

Corell, E., & Betsill, M. (2001). A comparative look at NGO influence on international environmental negotiations: Desertification and climate change. *Global Environmental Politics, 2*(1), 86-107.

Disaster Dictionary. (2009). CDMP, Dhaka.

Ferguson, A. (1767). *An essay on the history of civil society*. Edinburgh: Edinburgh University Press, 1966.

Germanwatch. Global Climate Risk Index 2009. Weather-related loss events and their impacts on countries in 2007 and in a long-term comparison, 2007.

"Glossary – Climate Change". *Education Center – Arctic Climatology and Meteorology*. (NSIDC) National Snow and Ice Data Center. Glossary, in IPCC TAR WG1 2001.

Hegel, G. W. F. (1837). *The philosophy of history*. New York: Dover, 1956.

http://www.bcas.net/article-full-desc.php?article_id=11. accessed on 20 December 2014 at 10am.

IPCC. (2007). Climate change 2007: Impacts, adaptation, and vulnerability. Contribution of Working Group III to the report of the Intergovernmental Panel on Climate Change. New York: Cambridge University Press.

Levy, D., & Newell, P. (2000). Oceans apart? Business responses to global environmental issues in Europe and the United States. *Environment, 42*(9), 9-20.

Michaelowa, A. (1998). Climate policy and interest groups: A public choice analysis. *Intereconomics, 33*(6), 251-259.

Putnam, R. (1993). Making democracy work: Civic traditions in modern Italy. Princeton: Princeton University Press.

Reid , Hannah Dr. (2012). On UNFCC Report 2012.

The New Age. June 13, 2009.

UNFCC Report 2012.

Young, N. M. (2010, November 1). Civil society shows a lack of climate literacy. *The New Times.*

Proficiency in Bengali of English Medium School Students: A Study of English Medium Schools in Dhaka City

Israt Jahan[1]

Abstract

English medium schools are mushrooming across the country, especially in the capital city Dhaka. Although all of these schools teach Bengali language as a mother tongue, the selected portion of syllabus does not contain the local or peripheral culture at the least. That's why students do not find any interest in Bengali. Moreover, in school and at home everywhere they are encouraged to use English rather than Bengali. Consequently, they lack proficiency in Bengali. This article makes an investigation into the proficiency in Bengali of English medium school going students in Dhaka city. Over 20 teachers, 40 students and 20 parents from 4 English medium schools are conducted in this article. Data were collected through the help of some prepared questionnaires and direct interview. The study disclosed that the limited use of mother tongue by the learners as well as teachers and parents caused significantly their deficiency in Bengali.

Introduction

From the British colonial period English Medium schools have been in existence in Bangladesh and English literature has been part of the curriculum almost from their inception. Considered to be the carrier of the values, culture and worldview of the colonizers in the colonial era, it is today connected with the neo-colonial world and international imperialism. In many of today's Bangladeshi English medium schools, no other literature is given the same importance as English, not even Bengali. In this situation along with the problematic cultural atmosphere of these schools, we contend that lack of the study of Bengali literature is alienating a section of students, who are becoming or may become unconscious hybrids. Based on secondary sources, the article also draws on empirical study of English medium school teachers. We believe that there is an urgent need for intervention in the part of the

---

[1] **Senior Lecturer, Department of English, Fareast International University, Dhaka, Bangladesh.**

government and the intelligentsia. This study is aimed at provoking debate and discussions about this topic as well as the whole issue of the condition of Bengali teaching in English-medium school education and its cultural implications in Bangladesh. Excessive emphasis on English in English medium school drives Bengali to a marginalized position and it results in producing students who are not proficient enough to communicate in their mother tongue. The supremacy of English in other parts of the world is dividing society into those who speak English and those who do not, which in effect translate as those who can afford to learn it and those who cannot. This is felt nowhere more than in Bangladesh, where the return of this linguistic imperialism carries with it a hint of irony. In the past, the use of Urdu as the state language prevented Bengalis from entering the national institute of Pakistan. Now, with the increasing use of English in multinationals, Bengalis face a similar predicament. They have simply replaced one linguistic dictator with another. As Stephen Krashen said,

> … language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'... Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. (6-7)

So to acquire any language whether foreign or mother tongue one has to be exposed to that language. In English medium school, students get less opportunity to be exposed to Bengali both in school and at home. That is why, in spite of being mother tongue they lack proficiency in Bengali.

Dr. Islam says, "We have an education system divided into three streams and with each stream come a built-in class system." Madrasa-medium is largely seen as a charity depending on donations; the poor children sent to these schools are given a basic education and are expected to earn enough to make ends meet. Bengali-medium schools, which mostly attract the middle class, produce your bureaucrats, your bankers and your engineers. Everyone you need to run the country and it is true that till now most of our policy makers come from Bengali-medium school.

The social impact of providing this choice in the schooling system is profound, creating a direct conflict among Madrasa, Bengali and English medium educated students. They found themselves in isolation from one another, especially because of the language they use in everyday life. Although Bengali is the mother tongue of all of them, but different educational background makes them to use different language in their social life, for example, an English-medium student use English to communicate while a Bengali-medium student Bengali. As a result, socially they become separated to each other and it might be a threat to the harmony of Bangladeshi nationalism.

In Bangladesh, from the age of 5 upwards students are separated according to medium of school and consequently class. Bengali medium students go to state universities and take government jobs. English medium students leave the country and or study in private universities and go on to take jobs in MNCs. Never at any point are these two sets given the opportunity to truly integrate, creating a class struggle that could come to a head in future.

A vast majority of people learn a foreign language for the purpose of communication. Their main objective is to be successful communicators in the foreign language. Among many other languages of the world, English maintains such a status in foreign language learning. In many countries, English is now being introduced as a second or foreign language at primary level rather than secondary level, necessitating considerable new investment in textbooks and teaching methodology. It also involves learners' instrumental motivation. Because of being widely used in the world, many jobs nowadays require candidates possessing a good command in English. So English is no longer the preserve of a few nation, but now used globally. This emerging demand of English language allures parents to send their children in English medium schools. This motivation is so strong that they do not even bother whether their children learn mother tongue Bengali properly or not.

Background: Status of Bengali in Bangladesh:
In spite of increasing use of English, Bengali is mostly used for communication within the country. After the emergence of Bangladesh in 1971 it is expected that an independent and developing country like Bangladesh should have a clear policy for the use of teaching of Bengali, English and other language in Bangladesh. A nationalistic policy sprung from the newly born state promoted the government Bengali as the sole medium of communication within the country. The "Implementation Act" "Bengali everywhere" in 1987 largely expands the use of Bengali in not only socio-cultural domain but also in official usages. Because of this strong nationalistic feeling and sentiments, language policy decreases the role of English in

administration, education and other important sectors. As all Bangladeshi citizens except the indigenous people speak in Bengali they have an intention to use Bengali everywhere. But nowadays the scenario has changed. As English is a compulsory subject in Bengali medium schools and colleges, some English-medium schools, some private universities, English literature and Language classes English gets priorities and use of Bengali is diminished here. Some government, non-government offices and embassies also have the environment for practicing and using English, especially when the employees have to correspond with foreign and international organization. So the use of Bengali is primarily social whereas English is more functional, and it is used as an international link language that is to serve the specific purposes of international communication. Day by day English is outstripping Bengali. According to Banu and Sussex (2001), "As the use of English is increasing day by day in different forms, there is a significant evidence of using English along with Bengali through 'code-mixing' and 'code-switching' (Banu and Sussex,2001)."

Assumptions

The English medium textbooks included in the syllabi of English medium schools are generally integrated with the culture of the target language (English). They represent the Anglo-centric society, culture and even their norms. The textbooks do not represent the local or periphery culture (Bangladeshi culture) to the least. So they fail to do any justice to our Bangladeshi culture and students not only remain ignorant about their own culture also cannot acquire expected proficiency in Bengali.

Objectives

The research focuses on two types of objectives - general objective and some specific objectives.

General objective: How far the English medium learning are culturally, economically, and socially authentic, useful and appropriate for Bangladeshi students?

Specific objectives:
A) What is the condition of Bengali of the English medium students?
B) How effective is schools' role in their learning Bengali language?
C) How effective is parents' role in their learning Bengali language?

Statement of Problems

As a Bangladeshi one should know how to express one's thoughts and emotions in Bengali. Admit it or not, a sound foundation of any language is

prerequisite to be proficient in that language. Family, school, and neighborhood everything is responsible for this. But schools are the formal institutions from where children get proper knowledge and guidance. That is why, English medium schools are responsible for the lack of proficiency in Bengali of their students.

The families, who send their children to English medium schools hoping that they will learn English which will benefit them in future, are not aware that they actually drive them to such a complexity that they know themselves Bangladeshi; Bengali is their mother tongue but they would not able to speak or understand Bengali properly. To put excessive emphasis on English they are ignoring the necessity of Bengali. Consequently, a generation is growing with a split identity. They celebrate culture and norms to which they do not belong.

The role and content of the textbooks used in English medium school for teaching Bengali

Bengali language teaching has many important components but the essential constituents are the textbooks. As Hutchinson and Torres (1994) suggest:

> The textbook is an almost universal element of [English Language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce those in [various] countries. No teaching situation, it seems, is complete until it has the relevant textbooks. (P-313)

So it is obvious that textbooks play a very important role in language classroom. But in recent years there has been a lot of controversy on the actual role of textbooks used in English medium schools in teaching Bengali as a mother tongue. Other issues that have arisen in recent years include the authenticity of textbooks in terms of their contents, representation of language and cultural components. In English medium schools in Bangladesh, most of the cases the books approved by the education board for national curriculum are followed but in a modified way. Schools decide which chapters, stories or poems will be used in classroom. This modification actually makes the difference between Bengali medium students' and English medium students' learning Bengali.

Most of the cases it is observed that chapters related to history or everyday life conversation are ignored. Only some stories and poems are taught and grammatical rules are explained in terms of English grammar to

make them understand. As a result, they understand their mother tongue in terms of a foreign language. It is absolutely essential to use and contextually appropriate elements and contents which will help them use Bengali properly.

Literature Review

Many researchers have worked on similar problems that prevail around the world. In the current era, English is increasingly recognized as it dominates the world as a global language (EGL) of books, air traffic control, international business, academic conferences, science, technology, diplomacy, education, etc. (Graddol, 1996; Tsuda, 2008). In the world of non-native English speaking background (N-NESB), English language learning and acquiring are consequently seen as a fundamental tool to reach a professional achievement (Guilherme 2007). At the same time, it brings about the increasing number of intercultural communication and interactions in global context (Hatos 2006; Xiao & Petraki 2007). It is undoubted that English becomes the most powerful international lingua franca or a global language (Crystal 2003) and the language of globalization and the greatest economic and political power. (Tsuda 2008)

Most of the Asian and African countries experience the same problem as Bangladesh regarding the affect of learning through English medium in their mother tongue. J.B. BIGGS quoted in his paper "The majority schools use English as the medium of instruction although most students are not sufficiently proficient in the language they are trying to learn; they are compelled by this weakness to spend much of their time memorizing the English words to fulfill their study objectives to the extent they fail to grasp neither the English nor the Chinese as well (SCMP 12/9/1987)". The condition of Bangladeshi English medium students are the same.

Concomitant with the worldwide spread of using and learning English, Crystal (2003) further states that they may have varied feelings about their motivation to learn the language, may question whether it is intrinsic or extrinsic. Irrespective of which of these two types of motivation learners may hold, in time they will make progress in learning English, develop pride in their success and appreciate the power of communication they control. Then again, if they are required to move in a world of achievement wherein high English proficiency counts, they "may feel envious, resentful, or angry…feelings which give rise to fears, whether real or imaginary, and fears lead to conflict" (ibid:3). Lack of self-confidence may come to dominate the learners' thoughts.

Methodology

Instruments: Questionnaire

A distinctive questionnaire and interview are surveyed among the students, the teachers and the parents for the collection of quantitative data. The following chapter will provide an analysis of the data in order to attempt to answer the main research question of the study which is stated earlier in the first chapter. There are both open ended and close ended questions in the questionnaires.

Questionnaire for the Students

The questionnaire for the students consists of twelve items. The item numbered 1, 2 and 3 were related to their language used in everyday life, e.g. "which language do you use at home?" and "which language do your parents use while talking to you?" Item 4, 5, 6 and 7 were concerned with whether they find Bengali interesting or difficult. The rest of the items aimed to seek the answer how actually they learn Bengali and how their parents and surroundings encourage and/or discourage to learn Bengali.

Questionnaire for the Teachers

The questionnaire for the teacher had eleven items in total. Many of the questions were the same as the ones asked to the students with some changes in their context and point of view. The item numbered 1, 2, 3 and 4 were related to the question which language they use to the students in different settings. Question number 5 and 6 were about the policy of their school regarding teaching Bengali. Question number 7, 8, 9 and 10 were seeking teacher's personal role in the process of teaching Bengali in an English medium school. And the last question was about teachers' personal view in learning/teaching Bengali in an English medium school.

Questionnaire for the Parents

The questionnaire for the parents consists of twelve items. Most of the questions were similar to students' and teachers' one. Question numbered 1 aimed to seek their philosophy behind sending children to the English medium schools. Question numbered 2 and 3 were related to the language that they use to children or others in front of children.

Question numbered 4, 5 and 6 were concerned with whether they are aware of the proficiency in English and Bengali of their children or not. Question numbered 7, 8, 9, 10 and 11 were concerned with whether they give scope to improve children's Bengali by correcting them or letting them watch

Bengali channels and read Bengali newspaper or not. The last question was about their attitude towards English and Bengali language.

Interviews

Alongside the questionnaires, the present researcher took interviews of the subjects: students, teachers and parents. Regarding students not all the respondents were taken into consideration; rather half of the original respondents, e.g. twenty in number, were selected for this purpose. In this case also, they were selected through a random method of sampling keeping an equal ratio of male and female students. The issues discussed in the interviews are, in fact, an elaboration of the issues placed in the students' questionnaire.

All the teachers and parents who were respondents to the questionnaires were interviewed. The key questions asked in the interviews were linked to the extent of the condition of teaching/learning Bengali in English medium schools.

Classroom Observation

The present researcher took part in some of the classrooms as an ordinary participant to have a close and first hand observation. In total, the researcher attended ten classes.

Procedures:

Preparation of materials

The researcher spent considerable time in building up rapport with the teachers as well as the students and their parents of the concerned schools. Three of the four schools were in Dhanmondi and one was in Gulshan. It was not that much easy to make the schools convince, the researcher had to contact them several times for the permission. But when they had understood they co-operated the researcher.

Administration condition during the study

The questionnaires were administered all during the first and the second hours of the schools when the students usually remain fresh and sound after coming to school. This was made to ensure that the respondents do not make hasty or careless responses due to their being tired or fatigued after attending a number of classes. During the period of taking responses from the students, it was made sure that the teachers of that school were not present there. This was done to ensure that the students' responses do not get influenced by their presence. There was no time limit for the students to fill in the questionnaires; however, it was suggested that they should not take more than twenty minutes, since this could raise the possibility of missing out the

most potential, original and the first impression of the students. The students were provided any kind of explanatory help for understanding of the question items.

The responses of the teachers were taken mostly while they were in their leisure period in the teachers' rooms. Here also, there was no exact time limit.

The responses of the parents were taken while they were waiting outside of the school. No time limit was also given to them. They were provided any kind of explanatory help for understanding of the question items.

Analysis of the Data

The findings of the study include the responses of the students, teachers and parents who were given the respective questionnaires designed previously for each group and responses of the same group in the direct interview sessions. In fact, the interview sessions were arranged in addition to the questionnaire survey to obtain a comprehensive idea of the reasons behind the respondents' position regarding proficiency in Bengali of English medium school. However, the questions of the interview sessions did not necessarily echo the exact questions set in the questionnaires. Rather, they were meant to elicit the background or rationale behind the respondents' individual positions regarding the issue set by the researcher.

Discussion

English medium students' attitude towards Bengali and role of family and school for constructing this attitude

As all of the student respondents (100%) answered that they learn Bengali in school, so it is assumed that they are proficient enough to communicate through Bengali. However, further investigations show that most of them (60%) use Bengali at home as a supporting language of English. They even use English (25%) to talk with their parents. Only 20% of the respondent students use Bengali at home. Therefore, necessity of learning Bengali is diminishing to them. Students find Bengali as an interesting but a difficult language because of lack of practice. As they do not understand Bengali properly they feel uncomfortable with Bengali speaking folks. As a result, they try to avoid Bengali speaking people which affect their social relationships. Most of the parents (30%) do not correct them while they speak Bengali in a wrong way. Moreover, their parents always push them to watch English TV channels/shows, which prevent them to acquire Bengali. In school, Bengali syllabus is not enough to make them proficient. Though they

are taught from the book provided by national curriculum, the entire book is not followed, rather some selected part of the book.

Although all of the teacher respondents answered that their school taught Bengali language, but they admit that students know very little about this language. Most of the cases they use English in the classroom, even in Bengali classes for making them understand. Not only that they also use English outside the classroom to the students. They use Bengali only as a complement of English. 60% of the teacher respondents think their schools' Bengali syllabus should be reconsidered for the betterment of students' Bengali proficiency. They also think that besides English, a great care should be given to Bengali as it is the first language. Most of the teachers personally encourage them to learn Bengali besides classroom. They also try to involve them with extra-curriculum activities related to Bengali culture.

From the answers of questionnaire and interviews it becomes obvious that parents are keener to see their children proficient in English than Bengali. They feel proud when their children speak fluent English and amused when they speak Bengali in a wrong way. Most of them use English and Bengali as a complement to English while speaking to their children. Moreover, most of them do not bother whether their children speak correct Bengali or not. That is why, children do not get a favorable environment at home to learn Bengali and they lack proficiency in Bengali.

Conclusion and Recommendations

On the light of the discussion made so far in the previous chapters, it is now evident that students of English medium school lack proficiency in Bengali though it is their mother tongue. School authority, teachers and parents all put their sole attention on learning English for their future benefit. They believe that only English learning would be beneficiary as it is an international language. Bengali is considered less important because use of Bengali is limited outside Bangladesh. This opinion affects largely not only parents also the students themselves. Because a working knowledge of English is perceived as being required in many fields, professions, and occupations, many states throughout the world mandate the teaching of English, at least a basic level, in an effort to increase the competitiveness of their economies.

Number of English medium school is increasing day by day. If the condition of teaching Bengali is not improved and government does not take necessary steps, English medium students cannot achieve required proficiency in Bengali. Moreover, the cultural aspects that related to a language would be unknown to a generation who do not know Bengali properly. Such cultural

alienation might cause a psychological and national trauma, which might hamper national harmony.

However, if English medium schools would be more caring about teaching Bengali in school, recruit well trained Bengali teacher, enrich Bengali syllabus and encourage students to learn Bengali simultaneously with English; this lacking could be diminished.

Along with the school, family, specially parents could contribute a lot to improve their children's proficiency in Bengali. If they provide opportunity to watch Bengali channels and to read Bengali newspapers and books, they will not only learn standard Bengali but also know about the norms and culture of the country.

Teachers also have a great responsibility to improve their students' Bengali proficiency. They should encourage students to learn Bengali; they should present it to them in such a way that students find it interesting. Teachers who teach subjects other than Bengali can take example from their surrounding rather than taking from an unseen culture, that is culture of English people.

Hence, it should be noted that we should not blindly conduct English language in English medium schools and more priority should be given to Bengali language. Schools, teachers, families all should be more concerned with Bengali, because it is not only our mother tongue, also it has a glorious history of bringing the whole nation under one refuge.

Works Cited

Alptekin, C. "Towards Intercultural Communicative Competence." *ELT Journal* 56.1 (2002): 57-64. Print.

Alwright, R.L. "Social and Pedagogic Pressure in the Language classroom: The Role of Socialization." Ed. H. Coleman. Society and the Classroom: Social Explanation for Behaviour in the Language Class. 1995. Print.

Atkinson, D. "The Mother Tongue in the Classroom: A Neglected Resource?" *English Language Teaching Journal* 42.4 (1987). Print.

Banu, R., and R. Sussex. "Code-Switch in Bangladesh." *English Today* 66.17 (2001): 51-61. Print.

Breen, M.P. "The Social Context of Language Learning: A Neglected situation." *Studies in Second Language Acquisition*, 1986. 7. Print.

Brooks, N. *Language and Language Learning: Theory and Practice*. 2nd ed. New York: Harcourt, Bruce & World, 1964. Print.

Cortazzi, M. and L. Jin. "The Culture the Learner Brings: A Bridge or a Barrier?" Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography. Ed. M. Byram and M. Fleming. Cambridge: Cambridge University Press, 1998. 98-118. Print.

"English Medium Education." (n.d.). In *Wikipedia the Free Encyclopedia*. http://en.wikipedia.org/wiki/English_medium_education#Bangladesh.

Schweers, W. Jr. "Using L1 in L2 Classroom." *English Teaching Forum* 40.1 (2002): 36-43. Print.

Appendix A

Questionnaire for Students

For students:
Name:
Age:
Name of school:
Grade:

1. Do you learn Bengali in school?
a. yes   b. no
c. a little bit
2. Which language do you use at home?
a. Bengali   b. English
c. Both   d. Others
3. Which language do you use while talking to your parents?
a. Bengali   b. English
c. Both   d. Other
4. Do you find Bengali interesting/ easy?
a. Yes   b. no
c. sometimes   d. a little bit
5. If no, why……………………………………………………………
6. Do you find Bengali difficult?
a. yes   b. No
c. sometimes   d. often
If yes, why……………………………………………………………
7. Are you comfortable with Bengali speaking folks?
a. Yes   b. no
c. a little bit uncomfortable   d. I can't understand them
8. If no, why?................................
9. When you speak incorrect Bengali do your parents/teachers correct you?
a. always   b. sometimes
c. no   d. it seems they are amazed!
10. What types of TV show/channel do you watch?
a. Bengali   b. English
c. Both Bengali and English   c. Hindi
11. What types of TV show / channel do your parents want you to watch?
a. Bengali   b. English
c. Hindi   d. Both Bengali and English
12. You've learnt Bengali mainly from… (Tick any two)
a. Family
b. School
c. TV/Newspaper
d. Books
e. Surroundings

Appendix B

Questionnaire for Teachers

For teacher:
Name:
Designation:
Educational qualification:
Name of school:

1. Do you teach Bengali in your school?
a. yes   b. no
c. As much as syllabus require
2. Which language do you use in the class room?
a. Bengali   b. English
c. Both   d. Others
3. Which language do you use outside the classroom to your students?
a. Bengali   b. English
c. Both   d. Others
4. Which language do you use while talking to others in front of students?
a. Bengali   b. English
c. Both
 If not, why……………………………………………………………………
5. Do you think English Medium Schools should be more caring about teaching Bengali?
a. yes   b. No
c. it depends on school's policy
6. Are your students comfortable if you ask them to do tasks on Bengali?
a. Yes   b. no
c. a little bit uncomfortable
7. If yes, why?................................
8. Do you encourage them to learn/practice Bengali beside classroom?
a. always   b. sometimes
c. no
9. Do you take any steps to make them involved in extra-curriculum activities related to Bengali culture?
a. yes   b. no
c. sometimes   c. only at the special occasions
10. In your view Bengali is important because
………………………………………………………………………………
………………………………………………………………………………

Appendix C

Questionnaire for Parents

Name:
Age:
Educational qualification:
Name of school:
Grade:

1. Why do you send your child(ren) to English Medium School?
a. For future benefit   b. It is better than Bengali medium Schools
c. Because it is a trend now   c. Other reasons
2. Which language do you use at home?
a. Bengali   b. English
c. Both   d. Others
3. Which language do you use while talking to your children?
a. Bengali   b. English
c. Both   d. Other
4. Do you think your children are proficient in Bengali?
a. Yes   b. No
c. They are still learning
5. If not, why…………………………………………………………………
6. Do you think your children are proficient in English?
a. yes   b. no
c. satisfactory   d. they are still learning
7. Are they comfortable with Bengali speaking folks?
a. Yes   b. no
c. a little bit uncomfortable
8. If not, why?...............................
9. When your children speak incorrect Bengali do you correct them?
a. always   b. sometimes
c. no
10. What types of TV show/channel do you encourage them to watch?
a. Bengali   b. English
c. Both Bengali and English   c. Hindi
11. What types of TV show / channel do you watch in front of your children?
a. Bengali   b. English
c. Hindi   d. Both Bengali and English
12. In your view English is important because…………………………………………
....

Addie Bundren and Hester Prynne: An Attempt to Study on Women in American Fiction

Mitu Sree Mitra[1]

Abstract

William Faulkner's *As I Lay Dying* and Nathaniel Hawthorne's *The Scarlet Letter* portray the marginalized position of women in Puritan American society. Though Addie and Hester were women of different ages but their alienation was similar. This paper attempts to analyze the condition of women in American society and the maltreatment of the female by the male. It will also show the Puritan community of the 17th century Boston and the 20th century Southern society. At the same time it presents the psychology of both Addie and Hester and their different struggles until end. This paper will find Faulkner's and Hawthorne's representation of women to emerge as the heroine of American fiction. In addition, it speaks about the freedom of their inner world and individuality. Both Addie and Hester are hard, single minded and intolerant. They are amazingly vital and in some ways admirable persons.

Keywords: Matriarch, Marginalization, Preacher Puritanism, Realism

Introduction

Literature is the mirror of human life, naturally reflects the condition of the society. American literature is also not an exception. Nathaniel Hawthorne's *The Scarlet Letter* (1850) and William Faulkner's *As I Lay Dying* (1930) portrays the marginalized position of women in the male dominated puritan American society. Both Hester Prynne and Addie Bundren are individual women trapped in a patriarchal world that represses their desires. The position of woman in the 20th century southern society was not better than the 17th century Boston. Both Hester and Addie suffer from isolation though their struggles were different. Both Hester and Addie appear to be a strong willed, intelligent and self-reliance women who struggle against the hypocritical chauvinist society representing their indomitable inner spirit of freedom and individuality.

[1]**Senior Lecturer, Department of English, The Millennium University, Dhaka, Bangladesh.**

Nathaniel Hawthorne creates an uncommon female character, namely Hester Prynne who has such an internal strength that the male characters of the story cannot cope with her. Hester is punished by her towns-men, the people of Boston, to wear a scarlet "A" sign on her breast throughout her whole life for committing adultery. Though she does not feel herself guilty, she accepts the penalty. She earns her living by doing needle work, and lives a dejected life with her daughter Pearl, the result of the adultery outside the main locality. Although society is very hostile to her, she helps the wretched persons, especially women, as much as she can. However, under this simple story of personal crime and punishment, the novel presents a portrait of female repression in American society.

On the other hand, in Faulkner's *As I Lay Dying*, Addie Bundren, the matriarch of the family is dying. Anse, her husband allows others to carry his burdens and is given to easy self-justification. Addie is foremost the prominent abuser of her upcoming death. She predetermines her time to die, and she makes sure that the people in her family when she dislikes must experience wrath before she moves on to the next life. Addie takes advantage of her death by using it for revenge, while the other characters use her to get what they want for personal needs.

Methodology of the Study

First of all, I studied both the texts as primary source of information. I gathered the secondary data from both library and seminar for this paper. After gathering information I consulted with my expert friends. I also consulted with my course instructor about my paper. At last, I followed MLA style to complete my research paper.

The Extent of the Study

I have just worked on William Faulkner's *As I Lay Dying* and Nathaniel Hawthorne's *The Scarlet Letter*. Feminism does not come directly in my paper.

Design of the Paper

This paper is divided into five chapters. In chapter 1, I have shown introduction, the extent of the study and methodologies. Chapter 2 focuses on terminology and critical review. In chapter 3, there is analyzing characters through discourses. Chapter 4 is an analysis of character's philosophy and chapter 5 is of conclusion.

Puritanism in *The Scarlet Letter* and *As I Lay Dying*

Puritanism, mainly, started in England in the 16th century as a definite religions movement to purify the English Church from the traces of

Catholicism. The pilgrim Fathers who settled in New England in the 17th century were Calvinistic puritans. They believed that man was inherently evil, that only a chosen few would achieve salvation. Puritanism was repressive, fiercely distrustful of sexuality, excess and frivolity and capable of engendering brooding guilt and an obsession with orthodoxy within a culture.

The Puritans, out of their superstition, treated many women as witches. The sensitive women who behaved in a little bit abnormal way were taken as witches, and were punished mercilessly by the rulers of the society. Here one thing is noticeable that the society took basically the females to have connection with Satan. Hawthorne tries to make the readers acknowledge this injustice upon women. In *The Scarlet Letter,* Mistress Ann Hibbins is described as having connection with Satan. But the people of the blind and cruel Puritan society cannot understand her and execute her in the name of her practicing witchcraft. The fate of Ann Hibbins portrays the miseries of the marginalized women. Hawthorne also says about the probability of Hester's suffering the same fate as that of Hibbins.

In *The Scarlet Letter*, almost all the towns-people were stern puritans who believed in strict obedience to moral and social law. Hester Prynne has committed adultery. Almost all the people of the town, especially the women, express their dissatisfaction with the punishment as they think it insufficient for the crime. None of them tries to realize the circumstances behind the act. Though Hester and Dimnesdale both are guilty, it is only Hester who has to undergo social trial and punishment.

The Puritan environment is represented as already dying, young as it was in the new world. At the outset of the story Hawthorne shows us that these courteous founders of religious liberty in the wilderness felt the necessity at once of building a prison and of setting up a pillory; in making the point that Hawthorne was no special admirer of Puritanism. At the beginning of the novel, the narrator seems to stand beside Hester. Describing her grand style of standing on the scaffold, holding her three months old little baby, for the ordeal, the narrator says, "Had there been a Papist among the crowd of Puritans, he might have seen in this beautiful woman, so picturesque in her attire and mien, and with the infant at her bosom, an object to remind him of the image of Divine Maternity…. of the sacred image of sinless motherhood, whose infant was to redeem the world" (41). Later he refers to Hester as a solicitous person who, understanding the injustice of the society upon women, thinks to find out some way. She dreams of the freedom of women.

> As a first step, the whole system of society is to be torn down, and built up anew. Then, the very nature of the opposite sex, or its long hereditary habit, which has

become like nature, is to be essentially modified….. Finally, all other difficulties being obviated, woman cannot take advantage of these preliminary reforms, until she herself shall have undergone a still mightier change: in which, perhaps, the ethereal essence. Wherein she has her truest life, will be found to have evaporated. (113)

In *As I Lay Dying*, Cora Tull, Rachel Samson, Mosley represents the virtues and prejudices. Through their mingled voices the anonymous voice of the community is heard with its rules and values emphasizes the opposition between social and individual, public and private. By Cora Tull, Faulkner has perfectly captured the religious fanatic who spouts forth superficial religions axioms. According to Cora, Brother Whitfield is a godly man if ever any man is godly. But we later learn that preacher Whitfield is the father of Jewel as a result of his adultery with Addie.

Addie's disillusionment with religion points to a deeper preoccupation in the novel with the extent to which religion, sin and morality determine the action of the character. As Addie becomes disillusioned by the fact of her marital passion with Whitfield that someone supposedly virtuous could engage in such sinful behavior. Again Addie recalls Cora's remarks about sin and salvation and dismisses them as empty words.

Mosely advised Dewey Dell, the daughter of Addie, to take the money and buy a marriage license. Mosely's morals, contrasting to other characters' in the novel, may provide support for Faulkner's religious beliefs.

In both the novels, we find Hester and Addie had an illicit relation with preacher of the church.

Critical Review

Nathaniel Hawthorne is one of the earliest great American writers; spoke in favor of the female in his works.

> Nathaniel Hawthorne was unusual for his time in that his portraits of women go against the prevailing literary sexism of his day… he generally used women not just as symbols of wholeness and goodness, as they are often pictured, but as possessing knowledge… Hawthorne also treated women with more realism and depth than did most other writers, especially male writers. (Guerin 223)

Hester's male counterparts Dimmesdale and Chillingworts, are self-centered characters –"In contrast to the two distorted male personalities who counterpoise her, Hester appears almost miracle of wholeness and sanity. While these men struggle with their own egos and fantasies, she has the real battles – to maintain herself respect – to support herself and her child, to raise

that child to normal adulthood despite so many obstacles" (Kennedy-Andrew 126).

David Levernz, in his essay, "The Ambivalent Narrator of *The Scarlet Letter"*, says that though at first the narrator seems to be a feministic person later he does not seem so. The rebellious heroine of the novel no more remains rebellious at the end of the novel though she does not get what she dreams of throughout her life—a change in the society. "Mutely accepting the conflation of town… she must be content with conflating all traditional female roles: nurse, seamstress, mother, helpmeet, confident and tender heart." (Leverenz 422)

According to Nina Baym, "Publicly disgraced and ostracize, Hester Prynne draws on her inner strength and certainty of spirit emerges as the first true heroine of American fiction."

William Faulkner is one of the major figures of the modernist movement and he uses interior monologue to explore the psychological complexity of his characters. According to William Van O'connor, "Addie Bundren's funeral journey has an epic tone. It is a ritual, the fulfilling of its promise. Each member of the ponder has relationship to the others especially to Addie. But Addie herself is not a sample of absolute symbol of virtue and wisdom, although she is an amazingly vital in some ways an admirable person.

Annette Wannamaker's article, "Viewing Addie Bundren through a Feminist Lens", attempts to explain Addie Bundren, the mother in William Faulkner's novel *As I Lay Dying*, in terms of feminist linguistic theory. Ms. Wannamaker's thesis, that "most importantly, Addie is a character who is acutely aware of the linguistic and social oppression that traps her into a life she does not want".

"When Addie tries to speak, each word carries with it meaning she does not intend. And Addie is aware of this. She knows that language speaks for her and that event in the act of trying to move beyond language, she must use language. In order to convey the meaninglessness of words, she must use words. (Wannamaker)

Ms. Wannamaker's "lens" limits and diminishes a reader's capacity to decode Faulkner's intentions or to grasp the nature of Addie's misery. Faulkner's penetrating exploration of the interstices of language and the profound aloneness of the human condition despite language is better viewed through a humanistic lens.

Alienation in Hester and Addie

Hester suffers alone and terribly, but does not break. We are given a peep into her lonely agonized soul. Children have a dread of her for they have a vague idea that there was something horrible in this woman. She lives alienated and isolated. But she has a remarkable strength of mind to bear the agony courageously. Hawthorne gives a most subtle description of her mental state. *The Scarlet Letter* has given her an insight into the hidden sins of others.

Both Hester and Addie suffer from isolation. They are similar in their aloneness. In *The Scarlet Letter*, Hester married Chillingworth not out of love rather for the convenience to be happy with this aged and deformed person. However, she does not get care and attention from her scholar husband who sends her alone to a different continent. Living alone in this place for two years, without help of anyone and without any correspondence from her husband, she falls in love with a local minister of Church.

In *As I Lay Dying,* we note that none of the characters of the novel effectively or adequately expresses his or her thoughts and feelings to others. When the characters are engaged in conversation the vocabulary is limited if not ineffective. This lack of communication results in misunderstanding, alienation and isolation. Faulkner's characters and their alienation express his views of man's position in the modern world. In *As I Lay Dying*, Faulkner viewed man's position in the universe with despair.

The most sensitive character, Addie, has always seen herself as an isolated and lonely soul. As a school teacher, she used to whip her students in order to overcome the barriers between her and others. Though Addie is mostly absent protagonist, her monologue helps us know about her inner thoughts, her violation of aloneness, her treatment over children for which they are suffering from communication gap with each other. After her marriage, she has learnt that she would never penetrate to Anse's secret and selfish life and that her "aloneness had been violated and then made whole again by the violation…" (p.160). Although she developed a brief relationship with Whitfield, this was also futile for breaking her aloneness. Anse Bundren, from his young life is consumed with his private and selfish life keeping himself aloof from work.

In *As I Lay Dying*, Faulkner spoke of Addie Bundren's aloneness as a circle that had to be violated in order to make whole. According to Cora Tull, Addie appears to be a strong-willed and intelligent woman haunted by a sense of disillusionment. Unable to bring herself to love the course, helpless Anse or the children she bears him, Addie sees martial love and motherhood as empty concepts. After she became a mother, Addie realized that the school children

had never violated her aloneness at all "that it had never been violated until Cash came. Not even by Anse in the nights" (172). So Addie actually wanted and needed to have her aloneness violated. She was terribly alone. As a whole Addie is a pessimistic and unfulfilled woman, who marries the ignorant Anse Bundren on a whim. Addie thought that if she could engage in some type of violence, her "aloneness" and her isolation could be violated.

Extra-marital Relationship of Hester and Addie

The failure of marriage is the reason of extra-marital relationship of Hester and Addie.

In *The Scarlet Letter*, Roger Chillingworth is a two-faced male character of the novel. His original name is Master Prynne and he is Hester's husband. He is dull and unpleasant ones. He is self-centered character who always remains obsessed with the wish of taking revenge. The young Hester had to marry this old, physically deformed and cold-hearted scholar because of the poverty of her parents. The couple lived in Amsterdam before the husband sent the wife alone to America two years ago; they did not have any communication between them since then. As Hester is punished by society, he wants to punish her partner.

On the other hand, Arther Dimmesdale, partner of adultery of Hester, is a mere hypocrite and coward. Dimmesdale is a respectable young minister who does not reveal any hint about his relationship with this guilty woman and is always worried about his social honor. All the time he is haunted by the fear of public revelation of his past illegal relationship with Hester. At the last moment of his life, he wishes for God's mercy, not for any everlasting reunion with Hester and Pearl in the life.

In *As I Lay Dying*, Anse Bundren, the husband of Addie, is portrayed as a self-centered, lazy and deceptive person. Anse resembles a vulture when Addie first sees him. She describes him as a tall bird hunched in the cold weather (170). Anse is a portrayed vulture who is waiting for Addie to die. Anse is sincere in wanting to fulfill his promise to Addie because he is driven by another motive. He will reap the benefits by buying teeth. Even the cost of a doctor for his dying wife seems money better spent on false teeth to him. At 22, Anse becomes sick from working in the sun after which he refuses to work claiming he will die if he ever breaks a sweat again. Anse plays "to perfection the role of the grief stricken widower." (Bleikastan 84)

When Addie met preacher Whitfield, she felt that if she could have an affair with a man whose garments were sanctified, then the sin would be "more utter and terrible". But Whitfield is also only words. He is going to let

his intention to confess, and replace the actual confession emphasizing Addie's evaluation that even Whitfield was only ineffectual words. Whitfield is saved embarrassment because of Addie's silence about their affair, he still dismisses her as lowly and erring and because of her silence, deserving of the awful judgment he glibly convinces himself he has avoided.

Addie's soliloquy makes clear that the conflicts among the children are rooted in the lives of their parents, in the failure of a marriage. Jewel, Addie's son by Whitfield, is 18 years old. Like Pearl, the product of Hester Prynne's adulterous affair in Hawthorne's *The Scarlet Letter*, Jewel's name is a symbol of the value his mother places on him. Pearl is precious like a gem to her mother Hester.

Addie's statement is that Jewel is her cross and will be salvation; he will save her from the water and from the fire. The prophecy of Addie is later fulfilled. That is, we have seen that Jewel is saving Addie's coffin from the river and later from the burning barn. Addie sees marital love and motherhood as empty concepts. The little value she does find in life from her brief affair with Whitfield. Addie invests her life and energy in alive that find repayment and come to fruition only after she is dead.

Philosophy and Inner Thought of Hester and Addie

Most importantly, Addie is a character who is acutely aware of the linguistic and social oppression that trap her into a life she does not want. Addie is trapped within a large social system that oppresses her in a number of ways and the inability of that language to express her desire, identity and very existence. Throughout Faulkner's novel *As I Lay Dying*, we find a prominent difference between the characters Anse and Addie in his or her contrasting depiction of word meaning. Addie's nihilistic philosophy is "Words are no good; that words don't ever fit even what they are trying to say at" (171). Her husband was a man of words and Addie knew that words did little to fill the lack of communication. The more sensitive characters, especially Addie and Darl, were able to recognize their alienation from others. Addie is a striking example of someone who both longs to transcend this isolation and stubbornly works to maintain as impenetrable individuality. Jewel personifies Addie's preference for experience over words. He is always in motion. When he verbalizes his love for Addie-in his single monologue - he does so with a violent fantasy about hurling down stones on outsiders. He expresses his love for her through deeds, not words. While examining Addie's chapter, Ms. Wannamaker states: "Addie sees language as a patriarchal construct that she stands outside of, that cannot explain her identity on her sexuality, and she cannot use".

In Addie we find her sense of beingness. Though Addie was not happy in her life, after her death she is successful to make aware all of the Bundrens and outsider about her existence. To Addie words are ineffective and insignificant. So to take revenge on words, she takes a promise from Anse to be buried in Jefferson. Though promise is just a word, to take the promise Anse has to do some actions. The Bundrens journey to Jefferson makes them active. It actually suggests Addie's self importance to them which she wants to ensure.

In *The Scarlet Letter*, we find the use of the doctrine of self-reliance, which the individual should rely on his own light provided by the over-soul rather than on any outside authority, tradition, dogma, etc. The optimistic turn in the doctrine is illustrated by Hester. She has sinned, but the sin leads her straightway to a lager life. Social isolation first gives her leisure for meditation and a just angle from which to attack social problems and then it permits her to enter upon a life of mercy and good works which would have closed to a conventional woman. She becomes more loving, more sympathetic, tendered, and intellectually she becomes emancipated from the narrowness of her age, so that even now she seems prophetic of what the noblest women may be.

Though the third-person speaker seems to be compassionate to the heroine, he refers to the rebellious thoughts of Hester as the product of a heart that has "lost its regular and healthy throb" or as the creation of "the dark labyrinth of mind" (113-114). In the conclusion of the novel, Hawthorne presents a Hester who firmly believes that "at some brighter period. … a new truth would be revealed, in order to establish the whole relation between man and woman on a surer ground of mutual happiness" (177). But she has lost the earlier faith in her own power. The narrator says,

> Earlier in life, Hester had vainly imagined that she herself might be the destined prophetess, but had long since recognized the impossibility that any mission of divine and mysterious truth should be confided to a woman stained with sin, bowed down with shame, or even burdened with a life-long sorrow. The angel and apostle of the coming revelation must be a woman, indeed, but lofty, pure, and beautiful, and wise, moreover, not through dusky grief, but the ethereal medium of joy, and showing how sacred love should make us happy, by the truest test of a life successful to such an end! (177-178)

Conclusion

Both Hawthorne and Faulkner tried to portray the social injustice upon woman of different ages. Hester Prynne has such an internal strength that the male characters of the novel cannot cope with her. Facing the menace and bearing the punishment of the man-dominated puritan society of the 17th century American with extra-ordinary courage, firm mental strength and stiff

self-reliance, this marginalized single mother leads her life in the service of the so wretched people, especially woman of the society. Her self-reliance, honesty, helpfulness, courage, passion and motherly love make her the most attractive character of the novel.

On the other hand, Addie was oppressed by large social system of rural southern 1920's society. Her tragic statement to Cora, "My daily life is an acknowledgement and expiation of my sin" reveals how abjectly Addie is trapped by every aspects of her life, including her own intelligence, passion and insight, which in a less oppressive society could have possibly helped her (167). Her only revenge against her husband was so passive and silent that she could say "my revenge would be that he would never know I was taking revenge" (173). Addie is quite obviously a silent, intelligent, resentful, passive, long-suffering wife with no social mobility no outside support. She also struggles after death, after her body has been decomposing for 9 days, people can smell her miles away. Through Addie, Faulkner paints a truly sympathetic and tragic picture of the plight of women in her era, in her social and economic situation. Addie herself is not a simple of absolute symbol of virtue and wisdom, although she is an amazing vital and in some ways an admirable person.

Both Hester Prynne and Addie Bundren are strong, determined and individual women in American fiction. Even though they were two different characters, which were in two different situations, stand up for the freedom of the inner world. They are similar in their aloneness but their struggles were different with life until the end.

Works Cited

Chase, Richard. *The American Novel and Its Tradition*. Ludhina: Kalyanni, 1973. Print.

Faulkner, William. *As I Lay Dying*. London: Vintage, 1996. Print.

Foster, Dennis. "Confessional Evasion in *The Scarlet Letter*." *The Scarlet Letter*. By Nathaniel Hawthorne. Eds. Seymour Gross, et al. 3rd ed. New York: W.W. Norton & Company, 1988. Print.

Guerin, Wilfred L., et al., eds. *A Handbook of Critical Approaches to Literature.* 4th ed. New York: Oxford University Press, 1999. Print.

Hawthorne, Nathaniel. *The Scarlet Letter*. USA: Penguin, 1986. Print.

Hawthorne, Nathaniel. The *Scarlet Letter.* Ed. Elmer Kennedy Andrews. Cambridge: Icon Books Ltd., 1999. Print.

Levin, David. "Nathaniel Hawthorne, *The Scarlet Letter*." *The American Novel: Voice of American Forum Luctures.* Bombay: Popular Prakashan, 1967. Print.

Mc Michael, George, Frederick Crews, J. C. Levenson, Leo Marks and David E. Smith, eds. *Concise Anthology of American Literature.* 2nd ed. New York: Macmillan, 1985. Print.

Tredell, Nickolas, ed. *William Faulkner: The Sound and the Fury and As I Lay Dying.* United Kingdom: Icon Books, 1999. Print.

Selling the Dialect: Representation and Commodificatoin of Regional Culture of North Bengal in TV Drama by Salauddin Lavlu

Shamsunnahar Lina[1]

Abstract

This article is an outcome of a study that was directed to find out the causes and effects of making TV drama on Northern part of Bangladesh by Salauddin Lavlu, a renowned director. For this purpose some particular TV dramas including mega serial are selected. The work force will terminate with emphasis on the need for deconstruction post modernized accumulation (breakage of high and low culture or art) and redefining the stereotyped and objectified commodification of regional culture in Salauddin Lavlu's dramas. This is an attempt that will facilitate with how the process of representation practice is patronized both by the baked (indigenous culture; dialect) and baker (consumerism) stimulating in uprising culture industry. To conduct the research activity, field work including long periodic survey of rural life style and culture, observation, preparing questionnaire and taking interviews are done. The analytical study shows some interesting findings that will contribute in the domain of cultural study which signals the revolutionary changes in our Bangla TV drama.

Introduction

Background

TV drama of regional culture is one of the most significant and popular sources of entertainment in recent Bangladesh. As if it were a delicious and hot cake to feed the audience. And Salauddin Lavlu is one of the most prominent leading directors of regional culture based drama and at the same time brilliant as well as popular. The settings, the languages, and the whole context of these dramas are based on the northern part of Bangladesh particularly Pabna, Kushtia, and Jhenaidah. For the purpose of the research, six dramas by Salauddin Lavlu are selected; they are, "Alta Sundari", "Ranger Manush", "Goruchor", "Ghor", "Akash Bondhu",and "Harkiptey". Drama is always a great source of entertainment for people. And Bangladeshi TV drama

---

[1]**Lecturer in English, City University, Dhaka, Bangladesh.**

has extraordinary reputation for its context, theme and making process. Salauddin Lavlu is one of the most experienced and mechanical directors who knows how to deal with human psyche. So the study of cross cultural context and varieties is inevitable for this research. Thus the popularity of the dramas has inspired to study the reason behind it and has become one of most significant issues in media in resent time. The issue of entertainment and commodification of regional culture is more complex, controversial and at the same time interesting. Since rural culture is objectified and represented as commodity to urban society, it is important to investigate the causes and patterns of making cultural industry by TV dramas by Salauddin Lavlu. Making drama of rural culture becomes a trend for similar characters, same actors and actresses, same settings and also a very good scope for entertainment and consumerism. This research is certainly going to come up with the extension of the role of consumerism of culture industry as well as will contribute in the domain of knowledge regarding politics of media. So this is an action to unveil the facts behind the entertainment and advance searching for answers of some research questions why these dramas are so popular, why people watch it buying the CDs, if it is all about settings; rural culture then, do they represent the real life or devalue the essence of rural culture or do this process of commodification paves the way of stereotyping the indigenous culture of north Bengal.

Concern of the Study

The thesis statement of this study can be very specific on the basement of this point of view, whether Salauddin Lavlu's dramas are on the process of culture industry and stereotyping rural culture. This research is to bring into light the politics of media, representation of regional culture and the theories encouraging or endangering upcoming culture industry and to explore the macro level consumerism by making rural culture as commodity through entertainment. The course of action will concentrate in its limited scope, the politicized use of regional lifestyle by analyzing the representation in the context of visuality, i.e. the destructive regime in which visuals are constructed and consumed. Along with this, it will expand an ideological criticism of commodification of sub-culture overtly and covertly. Moreover, the concern of the study will attempt to inquire the representation of marginalized culture contributes to the process of; either explicitly or most dangerously, implicitly or most alarmingly, unconsciously degenerating the essence of the rural culture. It will also evaluate the objectification of indigenous way of life whether it is just all about amusement and entertainment or consumerism. The research action will try to show if it is only comedy or a hegemonic procedure of making culture industry.

Research Questions

For reaching the zenith of wonder and domain of knowledge it has to find out the possible answers to the following questions:

a) Why does Salauddin Lavlu become interested to make drama on this topic?

b) Why do people watch them?

c) Do the dramas represent the real life?

d) Does the rural culture represent Bangladesh itself?

e) Is it a process of making 'other'?

f) Does rural culture become 'uncultured', 'oriental', mean, low culture?

g) How much advancement does it occur to the rural people?

h) Is it a process of stereotyping?

i) Does it pave any scope to catch the government's attention?

j) How much profitable business does it make?

k) Does it preserve the essence on devalue it?

l) What is the impact of them (dramas) on rural as well as the urban life?

Methodology

This is a library research that adopts two visual methodologies: discourse analysis and field work. The course of action includes watching dramas, analyzing them, interviewing rural people and the director himself, collecting data, analysing the information, application of the theories and finally preparing this paper.

Purpose of the Study

This paper makes an exploration into the basic entertainment area and has the purposes to reveal the causes and pattern of inter-culture or sulocultural elements in the area of urban culture. The infection of words and phrases of rural languages, the expression, the costumes, the whole environment of the dramas are the aspects this paper is concerned about. Knowing the reason behind upcoming trend of concerned authority would make an evaluation of this frequent and popular creative artwork. This study is aimed at how the use of indigenous culture has drawn the attention of the people and thus Salauddin Lavlu's dramas of ongoing cultural industry in Bangladesh.

Discourse Analysis

Six dramas based on the northern part of Bangladesh are selected. They are "Ranger Manush", "Harkiptey", "Goruchor", "Ghor", "Akash Bandhu" and "Vober Hat". It is important to describe the dramas, their dialogues and content. All these dramas are of purely rural environment and

content. They are so lively, humorous, message conveying, entertaining, heart touching and really enrich with dialectical wit.

The plot, settings, costume, language are based on rural content. Simplicity, reality and art are the concern of the dramas.

Artistic Value

Sometimes Salauddin Lavlu's dramas are only for entertainment. But they are more than art; they are not only art for art sake. As all these are works of great effort; the most fascinating part is the artistic form of the dramas. The dialogues and the costume are so natural, they are so soil touching that the artistic value is preserved. Drama is nowadays a great challenge for making it perfect to real. Salauddin Lavlu is successful in doing his work to a great extent. The speciality of the characterization and the theme concentrates on social, political and economic factors of village life, determines the contradictions, fragmentation and at the same time unity of the plays lead the audience to a supreme pleasure. So, watching the dramas become a great fun, pure entertainment, healthy amusement and nourishing our mind with real taste of village life.

Representation of Real Life

In general, any work meant to be performed by actors and actresses is called drama. So, drama is all about acting but it is not separate from life. Drama is the reflection of life and audience love to watch human world on screen. Moreover, only real life cannot be drama. It should be in art form. So, Salauddin Lavlu's works of art is not apart from that.

Though these are representation, the director tries to do as perfect as they are. We find humour, wit, natural humanity in the dramas of north Bengal. In reality, village people are hospitable, humourous, and helpful. They are simple in their thinking, they are conscious of their family and social unity. And we find these characteristics in Salauddin Lavlu's dramas as well. When watching the dramas there is no doubt that they are the life of Pabna area, a north-western part of Bangladesh. While watching them the whole environment becomes a world of village life, and it gives the state of being in the northern part of Bangladesh. The story may be taken from real life but drama must have some art value and entertaining, TRP holding and audience catchy. Audience must watch the drama. So, these dramas should have that much quality to catch them. Salauddin Lavlu's dramas are very heart touching as well as entertaining. They are really artful with natural ideology.

Popularity

From the survey of popularity it is obvious that dramas on rural or sub-culture or low culture are more popular than the others. Salauddin Lavlu

becomes the pioneer to start a trend of making drama on rural culture. Now-a-days these dramas are the hot cake and audience just rush to watch them. These dramas are popular to young and old people of any class and status like to watch them. The feedback coming from newspaper and other mass media is the proof of the huge popularity of rural dramas. People of all classes are breathless to watch Salauddin Lavlu's drama. The demand of these rural art works is increasing day by day. "Ranger Manush" is one of the most popular dramas that inspired the director to continue his work. So, in a sense dramas of rural culture are the most popular TV dramas in Bangladesh.

Positive and Negative Images

The approach of substituting positive images for negative ones includes an acceptance which is indeed a celebration of difference. It inverts the binary opposition privileging subordinate term sometimes eroding the negative positively rural is humorous natural beautiful. The strategy is to expand the range of racial representations and the complexity. The images of no much colorful costume, attitudes, behavior, cheap clothing, housing - each and every image of the drama, the dialect and the philosophical thought in the dialoguer ("Ronger Manus", "Goruchor") are on the positive stream. These give the conventional images of differed. There dramas are thus ethnic models and ethnic hybridity. (Hall, "Spectacle of the Other")

Through the Eye of Representation

Bangla drama is always all about the representation of Bangladeshi culture. But not always it can represent the culture reality as it is. So there process of presenting reality is not free from the complexities and trap of getting out of stereotypes of village images, now these dramas help make them stereotypes again. Thus, through the eye of representation the counter-strategy of dramas of the north Bengal locate themselves within the complexities and ambivalences of representation itself, and try to contest it from within. This strategy is not only concerned with the forms of racial or ethnic representation but also with introducing a new content that the beauty of rural life.

Literature Review

The present study is broadly based on Adorno and Horkheimer's famous essay "The Culture Industry: enlightenment as mass Deception." "Culture industry" means the constellation of entertainment business that produce film, television, radio, magazines and popular music – all phenomena created by mass technology in which lines between art, advertising and propaganda blur. For Adorno, as for some other members of the consumable, stylized mass art is complicit and Adorno and his fellow German social ceitic called it the "Culture industry". According to them the "Culture industry" serves the totalitarian impulses of modern capitalist society and not least

because the interests of leading broadcasting film, publishing companies and motion picture studios are economically interwoven with those of all other capitalist industries. In its attempts to produce and reproduce the social relations of a homogenized society, the culture industry contributes to the liquidation of the individual and the maintenance of the statuesque; it transforms art into commodities and people in complacent consumers, depicting a "realistic" world that is really no more than a combination of stereotypes, advertising and propaganda.

So, the drama of regional culture is becoming an uprising culture industry in Bangladesh. Moreover, the culture industry helps create a state of mind in which people's desire for pleasure and happiness are activated but deferred in endless entertainment. It includes resignation, habituating, consumers to the everyday drudgery of the modern world. It does not "sublimate" the desire for happiness by providing compensatory entertainment for the life of regimentation but instead "represses" the desire for happiness, depicting the modern world in a degraded tragedy of "realistic" characters who accept the inexorable order of things. In this way the culture industry manages the psyche of its consumers, a line of thought that weds Marxian and Freudian insights.

This study of Salauddin Lavlu's dramas is one among the elementary representational study of Stuart Hall's representation theory and process of stereotyping which makes meaning by making fixed and though binary opposition. The study of Edward Said's concept of 'other' also helps the research be a success. And the most helpful is the study of Ronald Barthes' idea of myth and making that is, *Mythologies*. Besides these, Laura Malvey's "Narrative Cinema", Christine Geraghty's "Soap Opera and Utopia" give the platform of this research. And for the theoretical discussion, the study took a retreat on a range of criticism and newspaper article on Salauddin lavlu's drama.

Findings and Construction

Findings

This research represents an attempt to show that it is quite natural to get into process of representation. Since Salauddin Lavlu deals with a very challenging work of making dramas on real life, culture and particular region, theoretically this representation work has developed some initial ideas and track. These dramas thus endeavour to replace the all pervading stereotypical images regarding North Bengal, with new discoveries of their potentialities with essence, beauty, and wisdom. After all studies this paper has come to an end with the poetics and politics of racialized representation of Salauddin

Lavlu's dramas of North Bengal. These dramas thus invoke the following points:

i. These dramas break the track of the image of village that villagers are poor Bangal (don't know the civil manner).

-These consider three counter-strategies or trans-coding to intervene or reverse negative stereotyping.

- Start the new wave line in the entertainment area.

ii. They (dramas) deal with 'difference' and 'otherness' which make the rural people different and 'other' through binary opposition. "Ronger Manus", "Goruchor", "Harkiptey", "Akash Bondhu", "Ghor", all these dramas are the representation of subculture of our country. This representation acknowledges that "Since meaning can never be finally fixed, there can never be any final victories". (Hall, The spectacle of the "other" 274) so, we find the following points to our concern.

- Body: Instead of avoiding the unposh body (without artificially, simple, agricultural bodily image), it positively takes the body as 'usual' attempting to "make the stereotypes work against themselves".

- Looking: Since 'looking' is what fixes the stereotypes of the rural people, this strategy.

- plays with 'looking', thus making it strange, comedic (laughter making) and explicit.

At the end of this regime of representation instead of refusing or breaking the age old image of rural life that is, they are inferior than the urban life, it evokes the new wave of stereotype that northern people of Bangladesh as humorous, witty and undeveloped as represented in the dramas. To dismantle or subvert racialized regime of representation is thus as extremely difficult exercise which is operated consciously or unconsciously by Salauddin Lavlu's dramas of North Bengal.

iii. This is a process of stereotyping that particular region of our country as representational practice.

-Work (essentialism, reductionism, naturalization, binary opposition).

- These dramas contribute to knowledge and hegemony.

- They have deeper, more unconscious effect on audience.

iv. These dramas pave the new wave in media.

v. They are creating 'myth' (meaning) through representation.

vi. They are becoming the uprising culture industry.

vii. This is a very good attempt to play an important role in Bangla drama since these dramas are highly appreciated for their artistic value.

ix. These dramas break the boundary between high and low culture.

x. This is going to be a popular culture as well.

xi. The result of representing such dramas are the objectification and commodification of North Bengal culture.

- These people are thus objectified as 'other'.

- Their culture has now become product to sell; thus become commodity for urban as well as for the rural people themselves.
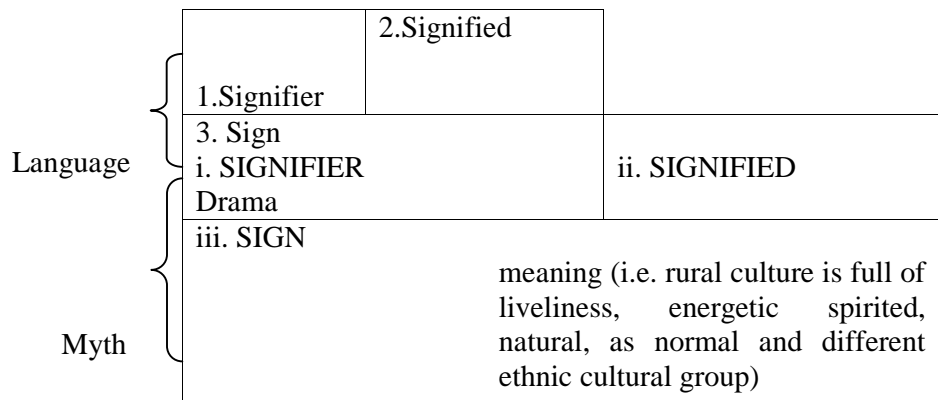
xii. This is an important and noticeable attempt of deconstructive and post modernized acculturation of Bangladeshi TV drama. This is deconstructive because these dramas construct the image of indigenous culture of northern Bangladesh anew and shape it in accordance with the demand of audience and entertainment purposes.

xiii. This is also an attempt of consumerism since all classes of people are the audience of Salauddin Lavlu's drama and they accept them as real as it is in real life. They (audience) like to watch the dramas as they are entertained to the top of their desire. Thus the actual sub-culture or under privileged culture turn into commodity and as a result they are devalued as well. The real culture of North Bengal is trapped into stereotyping and something like object to be watched and entertaining.

Contribution to Knowledge

Salauddin Lavlu's dramas on North Bengal culture contribute in stereotyping that particular regional culture for the choice actors and actresses (almost same the characterization laughter producing), story, dialogues (very witty, comedic, humorous, moral preaching, philosophical). The most popular one "Ronger Manus", Selim –Al-Din was the script writer, is the most noticeable to consider.

The dramas on North Bengal also contribute to make the meaning that the dialect is so sweet, melodious to hear, it breaks the stereotypical image of uncultured, and thus rural culture becomes on the limelight and on the popular culture track. So according to Barthesian myth these selected dramas play the role of sign in the process of creating meaning.

	2.Signified	
1.Signifier		
3. Sign i. SIGNIFIER Drama	ii. SIGNIFIED	
iii. SIGN	meaning (i.e. rural culture is full of liveliness, energetic spirited, natural, as normal and different ethnic cultural group)	

Language { (rows 1–3) }
Myth { (row iii) }

The underneath politics of this act of dramatization may be the commercialization of popularity and at the same time artistic contribution to

our Bangladeshi movement of drama. This is no doubt a totally new wave of tuning a different arena in media. After so many obstacles and odds and risks, the dramas of rural culture particularly North Bengal create a wave length for Bangla drama.

Recommendations

From the present study it can be recommended that through the use of dialect, rural culture that is, the representation of North Bengal in media through drama is a praiseworthy approach for our Bangladeshi TV drama, it should be kept in concern that this process is not free from the politics of media and representation. It is the responsibility of concerned authority to be conscious of creating stereotyping, objectification and commodification of sub-culture of our country. It is obviously appreciable that under developed and marginalized culture is uprising to the centre and becoming an uprising to the centre industry in Bangladesh.

Scope for Further Study

This is an attempt to make a contribution in the domain of knowledge. Besides all the findings of the present study, other research studies can be done to find out more theoretical analyses. More psycho-analytical approaches should be applied if there is scope enough. So, more effective work can be done on this aspect of representation of rural culture in media.

Conclusion

In this research, the reasons, contribution and pattern of representing North Bengal culture have been analyzed. Since it has been manifested by fresh and inexperienced researcher and as it is a work done on a totally new topic, so many mistakes may be noticed. Above all, it is expected that these mistakes should be overlooked. Finally, this paper comes to be an end finding the topic eligible for realization that Salauddin Lavlu's dramas are based on North Bengal culture (rural) have become a politics of media that this is an assertion of selling of culture industry in Bangladesh.

Works Cited

Adrono, T.W., and M. Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." *Dialectic of Enlightment.* New York, 1947. Print.

Baker, E., ed. *Contemporary Cultures of Display.* London: Yale University Press in association with The Open University, 1999. Print.

Ball, M.S., and G.W.H. Smith. *Analytical Visual Data.* London: P Sage, 1992. Print.

Berthes, R. "Myth Today." *Mythologies*. Trans. A. Lavers. London: Paladation, 1973. Print.

During, S. *Cultural Studies: A Critical Introduction.* London and New York: Routledge, 2005. Print.

Foster, H., ed. *Vision and Visuality*. Scattle: Bay Press, 1988. Print.

Gage, J. *Colour and Culture: Practice and Meaning from Antiquity to Abstraction*. London: Thames and Hudson, 1993. Print.

Hall, S. "'Encoding/decoding.' In Center for Contemporary Culture Studies." *Culture, Media, Languages: Working Paper in Cultural Studies*. London: Hutchhinson, 1980. 128-138. Print.

Hall, S. "The Work of Representation." *Representation: Cultural Representations Signifying Practices*. London, Sage. Print.

Jameson, F. "Postmodernism and Consumer Society*." New Left Review* (1984). Print.

Mulvey, L. "Visual Pleaser and Narrative Cinema." *Screen* (1975): 6-8. Print.

Rose, G. *Visual Methodology*. London: SAGE Publications, 2001. Print.

Smith, P. *Cultural Theory*: *An Introduction.* Oxford: Blackwell, 2001. Print.

In Search of Absurdity: An Analysis on Samuel Beckett's *Waiting for Godot* and Harold Pinter's *The Caretaker*

Nahin Rahman[1]

Sabria Saberin Badhan[2]

Abstract

This research intends to analyze the various aspects of two of the most famous absurd dramas: *Waiting for Godot* by Samuel Beckett and *The Caretaker* by Harold Pinter. The works of some dramatists, including Beckett and Pinter gave shape to the 'Theatre of the Absurd' which stylistically broke the conventional European theatrical pattern. Analyzing on the basis of the "Theatre of Absurd", this essay focuses on the plots, dialogues, use of time and pattern of these two plays. The essay also intends to focus on the dominating theme of existentialism and alienation, which are the most important aspects of Absurd Theatre.

Introduction

As absurd playwrights, both Samuel Beckett's and Harold Pinter's plays *Waiting for Godot* and *The Caretaker* present the cruelty of absurd as human beings are trapped in a situation where they fail to create a meaningful understanding of their lives and surroundings. This essay aims to present an understanding of "The Theatre of Absurd" as reflected in these two particular plays. Being in the gulf of meaninglessness, Beckett, Pinter and other absurd playwrights looked for a kind of sadistic satisfaction subverting the dominant theatrical purposes and this essay will focus on the authors' idea of being absurd. This analysis will make the plays stand face to face and show their similarities and dissimilarities.

The History: How did it start for Beckett and Pinter

The Theatre of the Absurd (French: Théâtre de l'Absurde) refers to particular plays of Absurdist fiction in the late 1950s written by a number of

---

[1]Lecturer, Department of English, Fareast International University, Dhaka, Bangladesh.

[2]Master of Arts in English Literature, University of Dhaka, Bangladesh.

European playwrights primarily. Their works examined the consequences when man fails to understand the meaning behind his existence and logical reasoning fails to create meaning for his existence. The theatre of absurd revolted against the conventional theatre whereas the traditional theatre tried to mirror the perfect picturesque of life. The theatre of absurd attempted to create a ritual-like, mythical, allegorical world of bewildered dreams full of confusions and miscommunications rising from the fundamental existential questions–why do we live, what is the meaning of our existence?

The idea of absurd was nothing new in terms of man's existence. The ancient people fought in vain against the fate or cruel interferences of gods-goddesses for immortality. This very consciousness of existence produced such invincible heroes like Achilles, Ulysses or Prometheus who fought against the absurdity with great courage, physical strength or wisdom.

The term "Theatre of Absurd" was first coined by the Hungarian-born English critic Martin Juluis Esslin in his essay "Theatre of the Absurd" in 1960 and he used it as a title of a book published in 1961 followed by two later revised editions with the last one appearing in 2004. In the first edition (1961), Esslin presented Samuel Beckett, Arthur Adamov, Eugène Ionesco, and Jean Genet as the four major playwrights of the movement and in subsequent editions he added Harold Pinter as the fifth playwright. Although having unique characteristics, what connected these playwrights is their interest in Theatre of Absurd capturing man's reaction to the apparent meaningless world and therefore making the characters trapped in a situation performing meaningless, recurring works, conversing in words which are full of clichés.

The very manner of most Absurdists' plays indebts back to the plays of Tragicomedies as Esslin states that William Shakespeare worked as an influence on Absurdist drama. In the titles of Eugene Ionesco's "Macbett" and Tom Stoppard's "Rosencrantz and Guildenstern Are Dead", the influence of Shakespeare is acknowledged directly.

The 19th-century nonsense poets, such as Lewis Carroll, Edward Lear, Polish playwright Stanisław Ignacy Witkiewicz or Bertolt Brecht's distancing techniques in his 'Epic theatre' played a crucial role in Theatre of Absurd as many playwrights of Theatre of Absurd employed techniques borrowed from these early innovators.

Luigi Pirandello is considered as one of the most noted predecessors of Absurd Play; best known for his play *Six Characters in Search of an Author*. He was highly celebrated as theatrical experimentalist who used meta-

theatre, role playing, and play-within-play trying to explore the highly-theatricalized vision of identity.

Dadaism and Surrealism had great influence on Absurdist playwrights. The Dadaists and Surrealists had direct association with many of the absurdist playwrights; for example, Surrealist Paul Eluard and André Breton Ionesco were friends with Adamov and Arrabal. Many Surrealist poems were translated by Samuel Beckett from French into English.

World War II worked as the catalyst that finally revived the Theatre of Absurd. Worldwide conflict and trauma of nuclear war made human face foreboding instability of human life. Suddenly, one was not meant to be an abstract thinker in order to consider absurdity; it became a part of average person's daily existence. During this period, Antonin Artaud (1896-1948), often considered as one of the pioneers of Absurd Theatre, discarded realism in the theatre, asking for a return to myth and magic. He envisioned a theatre that would provide collective archetypes and create a modern mythology. In expressing the deeper conflicts of human mind, he believed traditional art forms and standards have lost their validity. Although he could not survive till its development, the Theatre of Absurd reflects the new theatre what Artaud was dreaming of, rebelling openly against conventional theatre.

Theatre of Absurd also seemed to respond to the desertion of the religious aspect from contemporary life. The Absurd Theatre tried to reinstate the significance of myth and ritual to our age, by making man aware of his actual condition. It tried to establish the fact that there is mystical experience in battling with the limits of human condition. Aiming directly to shock the viewers, absurd plays mastered a highly unusual, innovative form, shaking them out of the comfortable, conventional daily life. It was no longer feasible to keep using such traditional art forms and principles that had failed being convincing and lost their legitimacy in the Godless world of post World War II.

In the late 1940s and early 1950s, when the first absurd plays were being written and staged in Western Europe, people in the East European countries suddenly found themselves thrown into a world where absurdity was an integral part of everyday living.

One of the most important features of absurd drama is its mistrust of language as a medium of communication. Language is reduced into conventionalized, stereotyped, meaningless exchanges which functions as a barrier between humans and what the world actually is. In order to come into direct contact with natural reality, objects play much more important role than

language in absurd theatre. It is the hidden and implied meaning of words that assume primary importance in absurd theatre.

Absurd drama subverts logic, celebrating the unexpected and the logically impossible where nonsense opens up a glimpse of the infinite. According to Sigmund Freud, there is a feeling of freedom we can enjoy when we are able to abandon the straitjacket of logic. In trying to shatter the bounds of logic, Absurd Theatre destroys the confining walls of the human condition itself. It offers unbound freedom bringing one into contact with the quintessence of life.

Waiting for Godot by Samuel Beckett is probably the most celebrated and the most controversial absurd play where plot is eliminated, and a timeless, cyclical quality emerges as two lost creatures, usually portrayed as tramps, waste their days waiting—but without knowing specifically for whom they are waiting or whether he will come or not. These characters of the play face difficulty in communicating, talking nothing but mere gibberish. The language they use is often nonsensical, and follows the cyclical pattern. The play seems to end with no real change having occurred. In fact, it is often referred to as the play where nothing actually happens. They engage themselves in meaningless works only to kill time. The play depicts an exact allegory of human condition in which the more things change, the more they are the same. Change is only an illusion.

Harold Pinter is one of the early practitioners of the Theatre of the Absurd. In spite of the fact that Harold Pinter was at first condemned by both the audiences and the critics for the nature of his plays combining puzzling characters and dialogues, he is one of the dramatists who dominated the second half of the twentieth century and who has been the most influential English playwright since Bernard Shaw. The place of Pinter in British Drama was gradually but strongly secured after Absurd Drama was acknowledged as a distinct dramatic movement by critics in the decade of 60.

The Caretaker by Harold Pinter portrays the struggle of three individuals, Aston, Davies, and Mick, trying to make sense and live in a world devoid of meaning. It has blended the elements of absurd plays together with realistic elements. The play is different from other absurd plays like *Waiting for Godot* and *The Birthday Party* as it does not adhere to this genre in strict sense. The setting of the play is clearly different from an absurd play as the setting in *The Caretaker* is realistic. *The Caretaker* is not metaphysically so void or meaningless though frequent pauses, repetition, lack of plot, lack of appropriate sequence and total confusion in communication have placed it into the category of absurdity.

Existentialism in *Waiting for Godot* and *The Caretaker*: The sin of being born

The idea of the Absurd is one aspect of Existentialism. "The Myth of Sisyphus" by Albert Camus refers to a mythological story examining the absurdity of existence within a world where life must not necessarily have any meaning. The Theatre of the Absurd is commonly correlated with Existentialism, and the Existentialism was a dominant philosophy in Paris during the rise of the Theatre of the Absurd. Many of the Absurdists were contemporaries with Jean-Paul Sartre, but few Absurdists actually committed to Sartre's own Existentialist philosophy, as expressed in "Being and Nothingness".

Life for an existentialist is arbitrary and meaningless; he is thrown into this world disarmed and helpless. One of the basic existentialist standpoints is that "existence precedes essence" as stated by Sartre stressing on one's existence through tangible experience as one's consciousness of one's beingness.

Waiting for Godot by Samuel Beckett presents the conflict between dwelling by religious and spiritual beliefs, and dwelling by an existential philosophy, which asserts that it is up to the individual to discover the meaning of world through concrete experience in this material world. In *Waiting for Godot*, Vladimir represents the section of humanity who follows religion and spirituality to guide them, and Estragon represents the more ideal existentialist section of humanity who chooses to stop waiting and construct the meaning of life based on experience. The following dialogues reflect this concept-

> VLADIMIR: Let's wait and see what he says.
> ESTRAGON: Who?
> VLADIMIR: Godot.
> ESTRAGON: Good idea.
> VLADIMIR: Let's wait till we know exactly how we stand.
> ESTRAGON: On the other hand it might be better to strike the iron before it freezes. (Beckett 52-53)

Here Vladimir wants to wait for Godot to learn about his existence; while Estragon insists that they should not wait rather they should take action on their own before it affects them badly. The cooling iron works as a metaphor that suggests that humanity does not have adequate time to wait for their spiritual deity to offer them enlightenment. If they fail to utilize time properly, their efforts will have no meaning.

> ESTRAGON: Charming spot. (He turns, advances to front, halts, facing auditorium.) Inspiring prospects. (He turns to Vladimir.) Let's go.
> VLADIMIR: We can't.
> ESTRAGON: Why not?
> VLADIMIR: We're waiting for Godot.
> ESTRAGON: (despairingly). Ah!" (Beckett 47)

Once again, Estragon expresses desire to leave for "inspiring prospects," and the common human tendency wants to wait on religion to offer answers which is inherent in Vladimir's suggestion that they should stay and wait so that they can be glorified by Godot.

Those who interpret the play often spend too much effort attempting to understand the identity of Godot. Even Beckett himself stated that he has no idea who Godot is, and that he would have made it clear in the play if he had known. Beckett, not knowing the identity of Godot reflects the notion that people should stop contemplating on divine rather focusing on the human condition in tangible existential surroundings.

The dynamic relationship between Pozzo and Lucky is an example that reflects some people's relation with the religion. In act I, when Estragon asks Pozzo why Lucky carries the burden all the time and does not take rest; Pozzo replies that Lucky is trying to impress him so that he will not be sold at the fair. This reflects how religion can work as an unbearable burden for people trying in vain to satisfy unknown omnipotent deity.

In act II, it is revealed that Lucky carries bags filled with sand. A bag of sand performs the purpose of providing extra weight. Lucky faithfully bears those bags in order to impress his master, symbolizing unnecessary burden that religion imposes.

Harold Pinter like many other Existentialists involves the discord of living. His characterizations frequently depict same agony apparent in Existentialism. His characters of earlier plays often take refuge in secluded places, mostly in rooms to avoid unknown danger. However, pure existentialist writers like Sartre and Camus differ in many ways with Pinter. Sartre and Camus created characters that bore great philosophical burden on their shoulders. Pinter's real interest was to show man in a state of physical conflict. Men depicted by Pinter were in real situations. He replaced vague ideas of philosophy with concrete representation of men in agony.

The Caretaker by Harold Pinter is an example of Existentialist drama in which characters' security is undermined. There is a futile attempt to escape

one's past, past failure and own limitations. The reason behind the characters' tragedy is their inaction. Characters lack self perception and do not want to acknowledge their limitations. Had Davies acknowledged his position, abilities and limitations, he could have escaped the final destruction. Davies confined himself in a single room as he denied normal relation with people. Therefore, Pinter shows how frivolous life is; a 'room' which could offer safety to Davies actually caused his annihilation.

Looking at the theme of Alienation: Is it forced or selected?

Solitude and lack of communication are almost universal themes in contemporary modern literature and the Absurdist Theatre. In this respect, Pinter was influenced by Samuel Beckett and he extended Beckett's absurdist ideas of alienation and adopted the Absurd Drama to emphasize his social concerns.

Pinter's works are direct or indirect results of pre or post war incidents and the idea of isolation, alienation and rootlessness is the most prominent feature of his characters. The characters of *The Caretaker* also refer to this critical part of human life where Aston, Mick and Davies are intensely isolated.

The actual life of 1950's England is prominent in *The Caretaker*. Aston lives the life of isolation, from which he wants to get free. The relation between the two brothers, Aston and Mick is critical only because of the lack of communication. Aston wants this loneliness to end and when he gets the chance to end it, we realize how desperately he looked for a companion. Davies is also in search of a true friend whom he finds in Aston perhaps when he says to him, "You been a good friend to me. You took me in. You took me in, didn't ask me no questions, you gave me a bed, you been mate to me." (Pinter 75)

One of the major themes of *Waiting for Godot* is also alienation. This alienation is not only from man himself but also from the nature, the world. Just like Mick and Aston are not being able to communicate, Gogo and Didi cannot also.. This particular miscommunication is represented as alienation from the world,

> ESTRAGON: Why?
> VLADIMIR: Because he wouldn't save them.
> ESTRAGON: From hell?
> VLADIMIR: Imbecile! From death.
> ESTRAGON: I thought you said hell.
> VLADIMIR: From death, from death. (Beckett 46)

In *The Caretaker*, though Aston and Davies are searching for a companion, they both are actually different in their nature. For Aston, the isolation is forced upon him. The unwilling electric shock by his mother and brother left him as a mentally retarded person and he was thus compelled to accept this loneliness—"I mean I used to talk to them. I talked too much. That was my mistake. The same in the factory. Standing there, or in the breaks, I used to … talk about things." (Pinter 89)

Davies is also cut off from the society and its outcast as he had spent his life in dirt and almost everyone hated him except Aston who provided him with food, shelter and job even though Davies could not accept those in a friendly way. His isolation from the society is selected perhaps.

Let us go back to the tramp again; Gogo and Didi. Why are they cut off from the rest of the world? There is no indication to their home, their country or even their society. May be there is no world or society to them. They are together but still cannot share, communicate, empathize or sympathize with each other. But the most interesting feature Beckett showed here is the idea of an individual's need for another individual. Vladimir and Estragon does not have any other alternative and thus one cannot bear other sleeping. From the beginning of the play we see that both Estragon and Vladimir are dependent on each other where one is trying to set the identity for another. Again both of them cannot converse properly because of their innate drive for Godot. They have this conversation in which Godot seems to be adapted as an unkind one:

> ESTRAGON: Where shall we go?
> VLADIMIR: Not far.
> ESTRAGON: Oh yes, let's go away from here.
> VLADIMIR: We can't.
> ESTRAGON: Why not?
> VLADIMIR: We have to come back tomorrow.
> ESTRAGON: What for?
> VLADIMIR: To wait for Godot.
> ESTRGON: Ah! [Silence.] He didn't come?
> VLADIMIR: No.
> ESTRAGON: . . . And if we dropped him? (Pause) If we
> dropped him?
> VLADIMIR. He'd punish us.
>
> (Beckett 86)

The lack of communication is not of the individual's but of the mankind's. The people who are afraid of silence actually want to keep on talking meaninglessly.

Religion and Myth in the plays: A battle between belief and superstition

Both plays have references to religion and myth more or less. *Waiting for Godot* only refers to Christianity but in a negative way of course. The use of myth and religion in Godot is perhaps the most striking feature of it as it hides a message that the values of Christianity have declined to an extent where it no longer can help man. There is no hope at all.

> ESTRAGON: But night doesn't fall.
> VLADIMIR: It'll fall all of a sudden, like yesterday.
> ESTRAGON: Then it'll be night.
> VLADIMIR: And we can go.
> ESTRAGON: Then it'll be day again. (Beckett 121)

But there is never a day. Here, "God is dead. God remains dead. And we have killed him." (Nietzsche 125)

Lucky is the only emblematic figure parallel to Christ perhaps. The rope around his neck is analogous to the chain around Christ when he was confined by the Romans. Carrying the human sins, He dies just like Lucky carries all the burdens of Pozzo. Lucky choked as the rope cuts slowly into his neck; where crucifixion suffocated Jesus.

Gogo and Didi do not know what to ask from Godot and there is no precise answer as they ask for "nothing very definite" (Beckett 53). It can be "a kind of prayer" or "a vague supplication" and in reply Godot "couldn't promise anything". (Beckett 53).

Vladimir talks about the tale of the two thieves mentioned in the Bible. "One of the thieves was saved. It's a reasonable percentage" (Beckett 8). The idea of "percentage" is important as it represents how the fate of human is predetermined. Vladimir and Estragon are probably humanity waiting for the elusive return of the savior. The tree can alternatively represent the tree of knowledge.

For *The Caretaker* Sidcup seems to be derived from the same myth of the Garden of Eden where we left our identity, innocence and nobility. If the weather is good, we could actually go back. *The Caretaker* can be interpreted as a morality play where Davies is human being, Aston is perhaps representing Christ and Mick is the devil. Will it do? No, as the play has too many incongruities and excrescences.

Dialogues: conversation or confusion?

Expression or the pattern of dialogue in the Theatre of Absurd is mainly the gap between what is being said and what is being conveyed. For Pinter, language is an instrument for dramatic action. The language used in

The Caretaker is nonsensical; but also to some extent the words are like weapons for his characters. His dialogues have peculiarity, abruptness, mannerism, repetition and disjoint speech. In terms of using the language, he can at one hand be compared to Beckett and on the other hand with Oscar Wilde. Pinter could actually work on language on different levels. Peter Davison rightly said that "the dialogues of *The Caretaker* can be called the music hall monologue" (120). The dialogues not only deal with people and their relationship but also the whole pattern of the play. Repetition is also a striking feature for the absurd drama and for Pinter, repetition servers a completely different purpose as it shows us the in articulation of man to find correct words or the inability to express himself. The inability to communicate in the correct way is actually considered as inferiority for the characters. The communication process here is actually one of the basics of being a human and also the civilization. If they do not find words it mean that they lose their claim to live a life in a civilized society.

Penelope Gilliat says that Davies used language in defensive way in the play, stating that this old man is "haunted by suspicions of malevolence, but he has no one to ask about them; so when he is talked to he often says 'What?' not because he hasn't heard, but as a hopeless way of gaining time and puzzling out how much ground he has just lost." (24)

> MICK: Funny? Why?
> DAVIES: Well. He's funny.
> MICK: Whats funny about him? (Pause)
> DAVIES: Not liking work.
> MICK: Whats funny about that?
> DAVIES: Nothing. (Pause)
> MICK. I don't call it funny.
> DAVIES. Nor me. (Pinter 79)

Harold Pinter abandoned the traditional use of language and rationality instead used the ordinary everyday speech and combined realism with the word absurd. For Pinter, why some characters are more important and powerful than others lie in the fact that they can use language more skillfully than the others. Just like the saying, language reigns supreme.

In *Waiting for Godot*, the words are not capable of expressing the inner emotion. Like Pinter, Beckett also regards language as constitutive to the identity of the self. For example; Vladimir, Estragon, Pozzo and Lucky are expressing the inability to express. Beckett's creation of formlessness is actually created to combine a form. In Godot Vladimir is the character that gropes for meaning, but the meaning does not appear. His attempts are reduced coherently and finally become silent by his partner Estragon.

Hesitancy in speech is another observable feature in both Gogo and Didi. They seem to be embarrassed and fumble words—"That's to say…you understand…the dust…the strain…waiting…I confess...I imagined…for a second…" (Beckett 10)

Butler said, "Speech, another mark of man's finitude breaks down within the individual" (17). The dialogues by Beckett reveal that man is essentially bewildered, disoriented and eventually lost. His characters engage in meaningless dialogues simply to pass time and console themselves about their existence. Ellipsis and Stammering is also part of the characters' speech. The never ending dialogues seem to suffer Vladimir and Estragon but they cannot get rid of it and finally gives up. Thus Esslin says, "Conscious being inevitably entails suffering." (114)

As a result of this lack of communication, no matter what one is feeling inside, the pause and silence isolate words and phrases and repetitions present the idea of a monotonous and tedious life. Beckett uses language not as something divine but it is used in a world that has lost its meaning.

Time and Pattern

The world of *Waiting for Godot* is one without any meaningful pattern, which symbolizes that chaos is the dominating force of the world rather than order. There is a tree which was barren and suddenly another day it becomes covered with leaves. The two tramps, Vladimir and Estragon wait for an unknown person named Godot and experience the same thing again and again. It is not known for how long they have been waiting or for how long will continue doing this. The cyclic pattern represents the idea of time being meaningless.

"Although a 'stream of time' doesn't exist an longer, the 'time material' is not petrified yet, instead of a moving stream, time here has become something like a stagnant mush" (Andres 143). Human life is determined by chance and perhaps that chance is the underlying factor behind our existence. Fortunately or unfortunately Vladimir and Estragon are derived of a chance to develop and grow.

The plot idea of Beckett is to have no beginning, having no climax and no ending; the action is absolutely circular and can be called parallel too. The ending can be considered as a new beginning. There are two acts, each made up of four identical sections having the same action going again and again.

The structure of the play serves to reinforce the timelessness of their situation and thus focuses on the pointlessness of human life. The similar cyclical, repetitive and absurd structure, ending where it first began presents the idea of tedious and tiresome life.

> POZZO: What time is it?
> VLADIMIR: (inspecting the sky) Seven o'clock . . . eight
> o'clock.
> ESTARGON: That depends what time of year it is.
> POZZO: Is it evening? (Silence)
> Vladimir and Estragon scrutinize the sunset.
> ESTRAGON: It's rising.
> VLADIMIR: Impossible.
> ESTRAGON: Perhaps it's the dawn.
> VLADIMIR: Don't be a fool. It's the west over there.
> ESTRAGON: How do you know?
> POZZO: (anguished) Is it evening?
> VLADIMIR: Anyway, it hasn't moved.
> ESTRAGON: I tell you it's rising.
>
> (Beckett 140)

This repetitive cyclical structure also serves as a representation of lack of memory, a theme where time is linear. The repetitive actions and dialogues tend to highlight that no matter how hard they try to fill the time, nothing happens after all to change their situation. The play's shape seems to be based on Beckett's favorite quotation by saint Augustine, "Do not despair, one of the thieves was saved; Do not presume, one of the thieves was damned." (qtd. in Armstrong 125)

The plot has no real climax, drama or suspense to it and this is the technique which Beckett uses to challenge the conventional theatre. The idea for Beckett is to use chaos instead of order. And here Gogo and Didi are in a constant state of confusion. Is this the right day? Is the tree a willow? Is Pozo, Godot? Ultimately nothing is conclusively resolved at the end.

 Pinter uses a three act play which involves a mentally challenged person, a tramp and a brother. We cannot call the structure circular like Godot but nothing much happens over the story line. There is refusal to present a coherent plot to the audience which will make sense. The most challenging part or the audience is to guess what is happening and there can never be correct interpretation. The play deals with some serious matters like solitude, ingratitude and cruelty of the society.

> ASTON...The trouble was…my thoughts...had
> become very slow…I couldn't think at all…I
> couldn't   …get   ...my

thoughts...together...uuuuhhh...I   could…never
quite get it...together. (Pinter 91)

The plot of *The Caretaker* blends realism and the absurd theater together and the world here is bleak where the characters are lonely and damaged. *The Caretaker* is called a tragi-comedy. There are some very effective comic elements and also tragedy is always there—in the complexities of these men, their self-illusion, their failed hopes; and more specifically we can find tragedy in Aston's state, as well as in Davies' inability to find a place to stay.

The play revolves around the self-delusion of the characters. Aston wants to build a shed at the back of the house, but he is never being able to make any progress. Mick's ambition and dream is to renovate the house, and Davies's is to find his lost identity papers in the SIDCUP so that he can somehow get back his status and identity. The more the characters talk about these dreams, the more they get frustrated.

Conclusion

"Ever tried, ever failed, no matter...try again, fail again, fail better..." (quotes.net). The two plays are actually revolving around this famous quote by Beckett where the characters are trying, failing, trying again, and failing again. This essay aimed to show an analysis of the two plays *Waiting for Godot* and *The Caretaker* and to show their positions in the world of absurd theater. Beckett's and Pinter's concern over time, space and reality is manifested in these plays and they represent the meaninglessness of life which cannot be resolved.

Works Cited

Andres, Gunther. *Being Without Time: On Beckett's play 'Waiting or Godot'*. Ed. Martin Esslin. Englewood Cliffs: Prentice Hall, 1965. 140-152. Print.

Armstrong, Gordon S. Samuel Beckett, W.B Yeats and Jack Yeats: Images and Words. Lewisburg. Bucknell University Press, 1990. Print.

Beckett, Samuel. *Waiting for Godot*. New Delhi: Book World, 2001. Print.

Butler, Michael. "The Anatomy of Despair." Encore 8. 3 (1961): 17-24. Print.

Davison, Peter. *Contemporary drama and popular dramatic forms, in Aspects of drama and the theatre*. Sydney, 1965. 160-66. Print.

Esslin, Martin. The Theater of Absurd. London: Revised and Enlarged Edition, Penguin Books, 1967. 114, 84. Print.

Gilliat, Penelope. "The Conversion of a Tramp." *Observer* 15 Mar. 1964: 24. Print.

Kafka, Franz. *The Metamorphosis*. Trans. Stanley Corngold. New York: W. W. Norton & Company, 1996. Print.

Nietzsche, Friedrich. The Gay Science. Section 125. Print.

Pinter, Harold. *The Caretaker*. London: Faber and Faber, 1960. Print.

Pourgiv, F., and H. Aliakbari. "Harold Pinter: The Absurdist-Existentialist Playwright." *Journal of Social Sciences & Humanities of Shiraz University* (2006): 23. Print.

"Samuel Beckett Quotes." Quotes.net. STANDS4 LLC, 2014. Web. 7 Dec. 2014. <http://www.quotes.net/quote/10617>.

"Theatre of the Absurd." *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc. 22 July 2004. Web. 10 Aug. 2004. http://en.wikipedia.org/wiki/Theatre_of_the_Absurd.

Tiwari, S. C. "Harold Pinter and the Theatre of the Absurd." *Lapis Lazuli-An International Literary Journal* 2 (2012). Web.

English Classroom Teaching Aids and Teaching Learning Culture in Bangladesh

Shabnam Shireen[1]

Abstract

This article examines the underlying factors as to what are the classroom-teaching aids and teaching learning culture in Bangladesh. The main objective is to find out the conditions of English classroom, teaching and visual aids that prevail in schools of Bangladesh. Most of the schools, especially the schools of rural areas, do not have adequate and high quality aids. In addition, teachers' roles and interaction patterns in teaching English are not up to the mark. As a result, the learners are very weak in English.

Statement of the Problem

Classroom and teaching aids are very important for language teaching and learning. The infrastructure or physical facilities should be favorable for language teaching. The present situation of classroom and teaching materials at pre and primary school level is not satisfactory in Bangladesh. The present English teaching- learning culture shows a picture of classroom teaching practices at school level.

Research Questions

This research paper focuses on four main questions with clarifications:
(1) What are the ideal classroom and teaching aids, visual aids at pre-school and nursery levels?

Classroom-Aids

Pre-school classrooms are spaces for children to learn and also spaces for them to play. We should create an environment that our children and their parents will love. Nurseries need chairs for staffs to hold, rock, and cuddle babies, but rocking chairs should be avoided as they cause injuries to babies every year. Wonderful, colorful, perfectly sized picnic tables that make great additions to nurseries are required. These tables are perfect for snack time and provide a wonderful space for little ones to color. As our children grow,

---

[1]Lecturer, Department of English, City University, Dhaka, Bangladesh.

classroom furniture need to be changed. It is necessary to consider placing colorful carpet squares in the story area or check out fun colorful parachutes. These can be spread on the floor for story time, and provide a special space for children to learn.

Again, caring for babies should be one of the primary roles of the nursery level. A CD or cassette player should be placed in the nursery to play soft music with simple lyrics. Teachers can sing to the babies as they hold and play with them.

Teaching Aids

A DVD player or VCR and a television can also be a useful resource. To develop a library of movies is also considerable to help children learn. Painting a specific wall in the classroom with chalkboard paint is also helpful. Chalkboard should be painted at a pre-schooler's height so that kids can draw with colored chalk and use their imagination. Or instructors may ask them to draw specific things that are related with the lesson they are teaching for the day. The basics such as construction paper, glue sticks, safety scissors, chenille wire and crayons are to be included as well. The construction paper should be stacked by color in letter stackers from an office supply store.

Visual-Aids

It is essential that the teachers provide opportunities for children to connect visually with the things they are teaching. School founders have to purchase a supply of markers and paper to use at the nursery level so that little learners may be involved in coloring shapes and pictures to hang around the classroom. A preschool classroom must have a bulletin board to display the projects and pictures kids make. This is a great place to post photos of the kids doing things in the classroom. Colorful posters should be hanged so that one may make change from time to time in the nursery and preschool room. Posters can be selected that show babies and toddlers, animals, birds, flowers etc. Teachers should get used to talk with the babies and toddlers about the people and their body parts like their eyes, mouths, hands, and so on. Teachers should even talk about animals and the sounds they make and the colors of the plants. Also, they should have pre-schoolers' color posters that are relevant to the lessons they are teaching and those should be hanged around the classroom. Preschool-age children like things that they can do themselves. Thus, simple costumes can be included in the visual aids so that children can dress up and provide their own visual aids by acting out the lessons themselves.

(2) What are the actual conditions of these aids at the pre-school and nursery levels in Bangladesh?

In Bangladesh very few preschools and nurseries have the teaching and learning resources. Some English medium nurseries have perfect sized picnic tables and chairs for the little children. But there are hardly any colorful carpet squares which can be spread in story time. Some playing materials such as dolls, blocks, balls etc should be provided.

Teachers usually sing and play with young children at the time of teaching. Classrooms are decorated by teachers and kids. Teachers make colorful pictures in shapes of different kinds of fruits, flowers, animals etc. These pictures and posters are hanged on the walls. Usually teachers teach many rhymes and songs. The books are colorful and full of pictures.

However, very often no DVD players and televisions, not even a library of movies are found in classrooms. Of course, chalkboards are sufficient so that children can draw pictures as their own. In some of the schools bulletin boards are available that can display the projects and pictures kids make.

All these are about a few English medium schools. But the rest of the schools do not have any of such materials. It is very surprising that in the rural areas there are not even any pre-schools and nurseries.

(3) What are the present situations at the level of primary schools?

Classroom Observations

Poor physical facilities, inadequate teaching materials (including textbooks), memory-based teaching style and lack of remedial measures in the classroom are the reasons for poor performance in English in primary schools. Such inadequacies are more prevalent in private primary schools and to a less degree in public ones. Modern teaching aids are not available in any of these institutions. Physical facilities such as lighting, ventilation, furniture, noise condition are not satisfactory in most of the classrooms.

In under developed areas of Bangladesh, private residences are used as schools. Most of the classrooms are partly divided and they turn into noisy places. Classrooms do not have sufficient lights and fans. Some of the classrooms are not airy; the condition of walls is not good. In some schools there are no ventilations either.

Reorganization of Seating Arrangement

Teachers Position in Classroom

It is the general view that careful attention to seating arrangements contributes more than any other aspects of classroom environment. Whatever is the teacher's position in classroom, it has an important bearing on teaching and learning, designing materials, and methodology of teaching. The frontal raised position is said to give an authority to the teacher, and departs him/her from the students. The other positions as in the middle of the students or at a side of the classroom or even sometimes at the back of the classroom show a cooperative, non-authoritarian position for the teachers, and facilitate a more democratic atmosphere in the classroom.

Seating Arrangements for Students in Classroom

There can be fixed benches or chairs, and desks arranged in long rows which is suitable for the lecture mode of teaching and learning, or at best for individual tasks in classroom, or some teacher-student interaction. There can also be movable chairs and desks which can be rearranged in any shape the teacher wants. This type of sitting arrangement is more suited for group or pair work, for student-centered interactive learning.

The traditional seating arrangement of schools in Bangladesh is rows of tables and benches. However, this seating arrangement is not appropriate because it is difficult for teacher and students to move around. Also it reinforces a teacher-centered approach due to the physical and mental distance between the teacher and the students.

Facilities of Sanitation in Classroom

Also there are serious problems in the classroom environment and quality of sanitation. The lack of bathrooms is a serious problem. Some primary schools have bathrooms which they use as storeroom because they do not have adequate room to store. Moreover, in most of the primary schools in Bangladesh, there are no persons who clean up bathrooms unless the individual schools hire somebody to do that.

Learning Materials

Most of the primary schools in Bangladesh lack learning materials such as teaching aids and textbooks. The teaching materials at all the levels are very low. Teaching aids such as wall pictures, historical maps or slides are almost nonexistent in formal primary schools. Textbooks are provided free for primary school students by the government; but these texts are difficult for students to understand because most descriptions are abstract and therefore inappropriate. Moreover, textbooks that should be provided in January, the

beginning of the school year, are usually not provided until March or even later, because the publishers cannot finish their work in time due to their mismanagement. Further complicating this problem is the fact that all 76,809 Bangladeshi primary schools use the same textbooks, making it impossible for the publisher to meet the deadline. Blackboard is the only teaching aid used in classroom.

(3) What is the English Teaching-Learning Culture in Bangladesh?

Some of the common points are made as follows:
1. Lecture is the common mode of teaching and learning.
2. Classes are teacher-controlled.
3. Students are usually passive listeners.
4. Students are sometimes engaged in teacher-led discussion.
5. Students sometimes are made to work individually on grammatical problems.
6. Classroom atmosphere is considerably relaxed; teachers are often friendly and sympathetic.
7. Classes are often very large and noisy.
9. Teachers take up frontal position in all the classes, and the students sit in long rows.
10. Modern teaching-learning aids are not available in most of the institutions.
11. Physical facilities such as lighting, ventilation, furniture are absolutely poor in most of the classes.

Class Size and Language Teaching-Learning

If the class size is small, it is possible for the teacher to take an active interest in each individual student, and address each individual problem. It is also possible to manage classroom activities and ensure student participation. But all these are not possible in a large class. For designing any lesson, it is important to take account of the class size in a particular situation. It is held that a small class size is more suitable for language teaching and learning; it is particularly important for interactive teaching and learning. A large class size is not suitable for teaching and learning a skills-based subject like English Language. A large class is suitable for knowledge based subject where transmission of theoretical knowledge is all-important.

Situation about Teacher Resourcefulness

∗ Many of the English teachers at the primary and secondary levels are not competent users of English.

∗ In many schools, English is taught with teachers who do not have a BA (Honors) or MA degree in English, but they have degrees in Bangla, Economics, or History etc.
∗ Many of the teachers are not familiar with the developments in teaching and testing.
∗ Teachers are low paid, so they are reluctant to give full concentration on teaching.
∗ Graduates and postgraduates with good results often do not like to join teaching profession.
∗ Teachers are used to provide only lecture mode of teaching.
∗ Teachers are sometimes overloaded.
∗ Many of the teachers are engaged in tutoring students at home.

Situation about Learners
∗ Learners are mostly afraid of English.
∗ They are very weak in grammar, pronunciation, sentence construction etc.
∗ They cannot read, write and speak English well; their level is a little above elementary stage.
∗ They like to learn by memorizing from the books.
∗ They hardly enjoy class work.
∗ They get little interest in group and pair work.
∗ They do not study books of other subjects, newspapers, journals, magazines etc in English.

Hypothesis
Towards the approaches of the study we could be able to comprehend what type of classroom design, teaching and visual aids are supposed to prevail at this level of education in Bangladesh. But it may be regretted that most of the schools especially in the schools of rural areas do not have adequate and high quality accommodation and aids. Teachers' roles and their interaction patterns in teaching are not up to the mark and effective. As a result, the learners are very weak in English.

Methodology
My research for what is the classroom teaching aids and teaching-learning culture in Bangladesh—is based on primary and secondary stages.
For my primary research,
➢ I conducted a survey with a target group of 50 students to get an idea on their knowledge of classroom teaching aids and method of teaching English. I conducted the survey to various objective type questions to get a preliminary idea about my topic. I literally grabbed them and made them participate in my survey.

➢ I conducted in-depth interviews, phone conversations, and small group discussions with target audiences.
➢ I managed to visit the following institutions in Bangladesh:
- Turkish Hope International School
- Utttara Kindergarten School
- Beiljuri Primary School
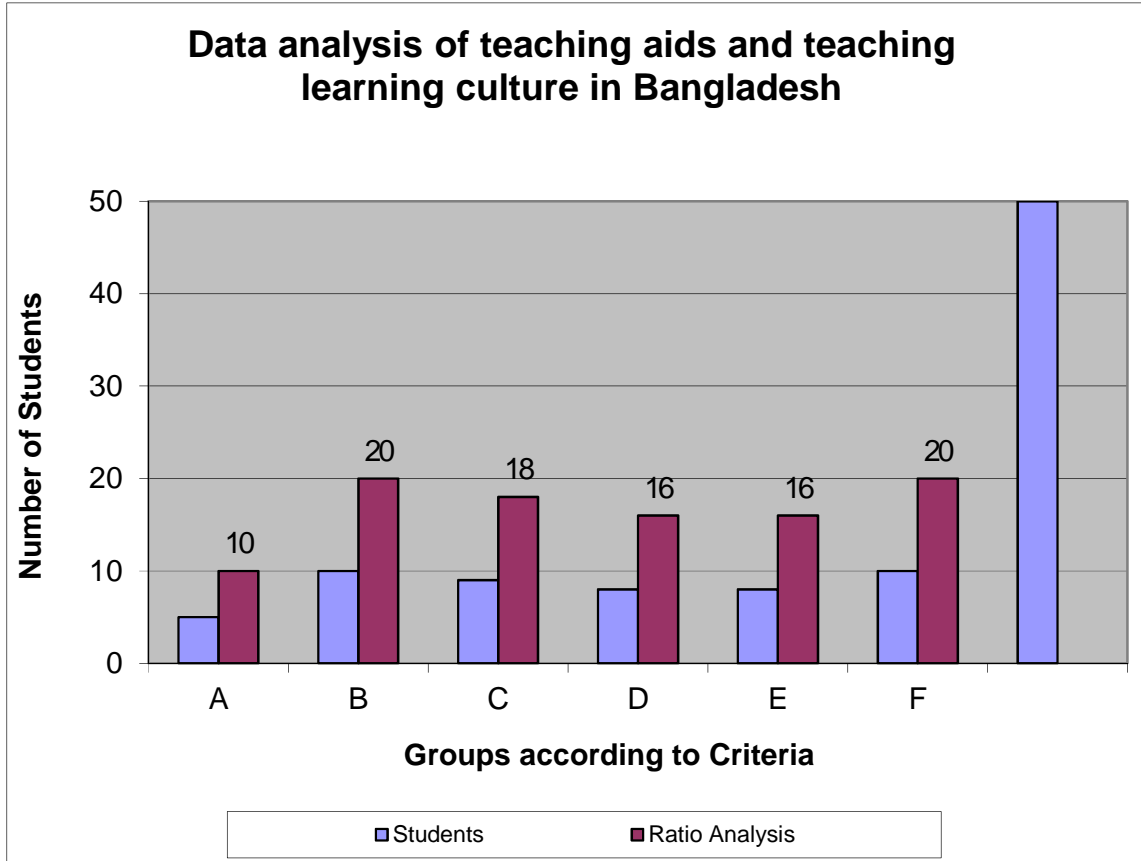- South Breeze School
- Oasis International School

For my secondary research I studied relevant books, articles, and journals on the topic. I searched books at NSU library, as well as on the information super highway.

Experiences

On conducting my primary research, I have had various experiences, some pleasing and some a little annoying. As for some annoying experiences, I had to face a little difficulty in gathering opinions of students and teachers of different schools. However, there were few of them who helped me indeed by taking out their valuable time to talk a little on my topic. My target audiences were quite friendly and cooperative, and not very hostile and hesitant. I learnt a great deal from the first endeavor of the primary survey that I undertook. I have learned to wear an all time pleasing smile while providing people with my questionnaire and be really enthusiastic. This helped me to bring good response from my target audiences.

Data Analysis

I interviewed 50 students of the schools mentioned above in order to find out the conditions of classroom aids and teaching environment. 5 of the students or 10% that stand for group A said that supplementary books beside textbooks are not provided for the students. 10 of the students or 20% that stand for group B said that the student-teacher ratio is not reasonable. 9 of the students or 18% that stand for group C said that physical facilities in the classrooms are not up to the mark, especially that of rural areas are very low. 8 of the students or 16% that stand for group D said that pattern of teaching is not enjoyable. 8 of the students or 16% that stand for group E said that the classroom conditions of the nurseries are not satisfactory. 10 of the students or 20% that stand for group F said that the teachers lack efficiencies and are not trained. As a result, the way of their teaching English is not effective for the learners.

Data analysis of teaching aids and teaching learning culture in Bangladesh

Number of Students vs Groups according to Criteria — bar chart showing Students and Ratio Analysis for groups A, B, C, D, E, F.

- A: Students 5, Ratio Analysis 10
- B: Students 10, Ratio Analysis 20
- C: Students 9, Ratio Analysis 18
- D: Students 8, Ratio Analysis 16
- E: Students 8, Ratio Analysis 16
- F: Students 10, Ratio Analysis 20
- (last): 50

Legend: Students, Ratio Analysis

The survey result was not deviated from my hypothesis because the classroom and teaching situations are not standard and expected in respect of our country.

Conclusion

Through this research paper, we have some knowledge about our present classroom-teaching aids and teaching learning situations in Bangladesh. We also have the opportunity to get the information of our lacking and shortcomings in these respective fields. I think that my research paper will make the readers aware of the true situations of classroom teaching standard at primary level of education in Bangladesh. Government and private initiatives to bring forth a development in this regard will be highly appreciated. Owners and authorities of the schools have great responsibilities towards standardizing classroom education in the country.

Recommendations

Preschools and nurseries should be established in the rural areas as well. The classroom and teaching aids ought to be comfortable, modern and up-to-date. The textbooks should not be the only means for teaching English. Many supplementary books and guides have to be provided as teaching materials. Teachers are to be properly trained and experienced. Their salary should be satisfactory or high as they feel the eagerness in guiding students properly. Lecture should not be the only mode of teaching. Students have to participate in class discussions. Groups or pair works might also be provided. Government and NGOs should take all necessary steps to improve the classroom scenario of the schools in Bangladesh.

References

"A Question of Quality - State of Primary Education in Bangladesh." 2003. Web. 12 Apr. 2005<http://www.campebd.org/content/EW_2000-v2.html>.

"International Development Cooperation for student in Bangladesh." 14 Feb. 2005. Web. <http://www.lcgbangladesh.org>

Sharafuddin**,** A.M. *Innovation in Primary Education in Bangladesh.* New Delhi: Indira Gandhi National Centre for the Arts, 1998.

Questionnaire

Target Group: Students
Personal background:
Name:_____ Age: _____   Sex: Male/Female

Instructions: Please fill in the questionnaire to the best of your knowledge and tick the options below for each question provided.

1. What is your classroom size?
a) Small
b) Big
c) None of these

2. What is the condition of your classroom lighting?
a) Sufficient
b) Normal
c) Poor
d) None of these

3. What is the number of fans?
a) Enough
b) Insufficient
c) No fan at all

4. What is the condition of tables and chairs?
a) Very good
b) Good
c) Poor
d) Broken

5. How crowded are the classrooms?
a) Students are crowded
b) A few students
c) None of these

6. What about your teacher's position at the time of teaching?
a) At the front part of the classroom
b) At the back part of the classroom
c) All around the classroom
d) None of the above

7. Could his teaching clear your conceptions?
a) Very much
b) A little
c) Not clear

8. What are the conditions of ventilation in your classroom?
a) Airy
b) Suffocated
c) No ventilation

9. What are the categories of your seat?
a) Chair with table
b) Table cum chair
c) Bench with high bench

10. What is the duration of each class?
a) More than 45 minutes
b) 45 minutes
c) Less than 45 minutes

Hope you have enjoyed filling in the questionnaire and sharing your views with us. If you have any queries or any suggestions to make you are most welcome to do so. Once again thanks for spending your valuable time to fill in the questionnaire.

Survival Pattern of the Slum Dwellers in Dhaka City: How the Children become Delinquent

Md. Habibur Rahman[1]
Asrafun Naher[2]
Khandakar Nahid Hasano[3]

Abstract

This paper is an attempt to discuss the background of slum children in relation to their association with their parents or guardians, age and sex identity, level of education, the nature of work and working hour, their wage system and treatment by the employers as well. It also describes the way how the slum children desire to exist with the catastrophe in an urban setting of Bangladesh. To accomplish this study, a cross section study was conducted with a randomly selected sample of 150 slum children of specific age group living in Dhaka city. In this study, Sample Survey and Case Study were used as research methods while Interview and Observation were applied as data collection technique to collect both qualitative and quantitative data from the informants. A pre-tested, semi-structured interview schedule and a checklist were used for data collection. The core objective of this paper is to investigate the existing socio-economic and cultural livelihood pattern of the people living in the slum and especially the way of life of the children in terms to their daily food habit, education and health condition and types of activities they are usually involved in that cause them to be delinquent by living in that particular slum.

Keywords: Survival Pattern, Slum Dwellers, Children, Delinquent, Dhaka City

1.0 Background of the Study

Bangladesh is a developing country with multifaceted problems. This is an agricultural economy based country with a big portion which is more than 80 percent of total population living in the rural areas. A remarkable number of the rural people are incessantly migrating to urban areas due to search of better living and usually finding accommodation in the urban slums.

[1]**Assistant Professor & Chairperson, Dept. of Sociology & Social Work, The People's University of Bangladesh.**
[2]**Statistical Officer, Bangladesh Bureau of Statistics, Dhaka.**
[3]**Post Graduated from Institute of Social Welfare and Research (ISWR); Research Fellow, University of Dhaka, Bangladesh.**

"Slums are settlements or areas of poor housing, e.g. shacks (*jhupris*), *kutcha* structure (flimsy structure), semi-*pucca* flimsy structures with brick or concrete floors, dilapidated buildings cold (cold building in bad condition, very high gross area density (over 300 persons/acre) and high room crowding (3 or more adults per room), poor sewerage and drainage, inadequate water supply, irregular or no clearance of garbage, little or no paved street lighting, little or no access to gas facilities" (Karim & Rahman, 1996). According to the Census Report (1988) it is seen that a slum is a cluster of housing units which grow unsystematically in government owned or private vacant land. The walls and roofs of such houses are generally made of straw leaves, gunny bags, polythene paper, bamboo, etc. a tin shed house or even a building may be added, if it is situated within the purview and environment of a slum. The physical and hygienic conditions of such houses are far below those of a common urban residential area. Slums are defined as settlements with a minimum of 10 households or a mess unit with a minimum of 25 members and predominantly very poor housing; very high population density and room crowding; very poor environmental services, especially water and sanitation; very low socio-economic status; lack of security of tenure.

There are several problems existed in the urban slums like illiteracy, unemployment, over-population, unhygienic and dirty environment, drug addiction, trafficking, etc. Juvenile delinquency is one of the most alarming problems in all the slums. Generally 'Juvenile Delinquency' means the offence committed by children under a particular age limit. It is a serious problem in the society because the root of adult criminality lies in juvenile delinquency. As many other countries in the world, juvenile delinquency is a major issue of concern in Bangladesh. Bangladesh is one of the poorest countries in the world with 40% of the population living below the poverty-standard. The demography of Bangladesh consists of 13% of the population under 5 years, 38% under 15 years and 47% under 18 years of age. About 80% people cannot fulfill their basic human-needs due to their poverty associated with acute problems. Among the many problems that Bangladesh is currently facing, juvenile delinquency is a serious problem and recently has received considerable attention. Juveniles get easily involved in unlawful activities by their surroundings. So, the socio-economic structure and condition of Bangladesh are the root causes of juvenile delinquency, such as poverty, parents' ignorance, low level of education, insufficient religious practice, cultural conflict, impact of migration, political instability, extensive use of satellite channels, misuse of Internet, negative effect of media, drug business, peer pressure, lack of opportunity and consequent frustration, etc. (Halim, 1996). However, because of their physical and mental immaturity, the young children are susceptible to become victims of social injustice and require special rights to protect them as well as to meet their unique needs. According

to the World Youth Report (2003) "Juvenile delinquency" Juvenile Delinquency is driven by the negative consequences of social and economic development, in particular economic crises, political instability, and the weakening of major institutions (including the State, systems of public education and public assistance, and the family). Socio-economic instability is often linked to persistent unemployment and low incomes among the young, which can increase the likelihood of their involvement in criminal activity.

2.0 Objectives of the Study

The broad objective of the study is to investigate the existing socio-economic and cultural livelihood pattern of the people living in the slum and especially the way of life of the children in terms to their daily food habit, education and health condition and types of activities they are usually involved in that cause them to be delinquent by living in that particular slum.

The Specific Objectives of the Study:

- To know about the existing socio-economic and cultural pattern of living of the families in the slum.
- To unveil the secrets of the works in which the slum children are involved in and their daily livelihood situation.
- To investigate the types of offences termed as juvenile delinquencies in which the children are somehow engaged, and reasons behind their involvement.

3.0 Literature Review

Once the research problem is formulated, a brief summary should be written down. It is mandatory for the researcher to undertake an extensive literature review relevant to selected problem. Literature review means reviewing of the relevant research works which are already conducted and available. Literature review contributes to increase the knowledge of the researcher about the topic he or she intended to do research, stimulates the researcher own creative thinking and also to show the credibility. It also helps find out the gap of knowledge between the previous researchers and the existing researcher (Sarker, 2014). Here the researchers tried to go through some literature very much relevant to the research problem just to gather more authentic information.

Ferdousi (2010) discusses in her research paper "Trends and Factors of Juvenile Delinquency in Bangladesh: Some Observations" about the real scenario of the factors affecting on the children to be juvenile delinquent in Bangladesh. Children are not born as delinquents. Most of the children become delinquents due to the socio-economic circumstances in Bangladesh, not by their choice. Juvenile delinquency has emerged as a matter of serious

concern in recent times with the rising number of children involved in unlawful activities. However, day by day the number of male and female delinquents is increasing and they are involved in different types of offences such as theft, hijacking, carrying illegal arms and drugs, and killing, trafficking, smuggling and fraudulent activities. They have become victims of various socio-economic circumstances like poverty, lack of guidance, extensive use of satellite channels, misuse of Internet and peer pressure, etc. Consequently, present social structure has been destroying juvenile's childhood resulting in denial of their rights, for example: family life, education, health, games, care and protection. This particular problem requires special care, positive attention and child-friendly attitude for their protection and prevention. The research findings have a great role to provide huge information regarding the causes and factors that influences the juveniles to be delinquents especially in the slum community.

Ahmed (1966) discusses in his book named "Studies in Juvenile Delinquency and Crime in East Pakistan" about juvenile delinquency at different point of time before independence of Bangladesh focusing the causes of juvenile delinquencies. Role of police correlating to juvenile delinquencies, juvenile court and juvenile correctional structure, remand home, prevention of crime and penal system are discussed in this book. However, the book does not cover the legal set up for protection and prevention of juvenile offenders in Bangladesh.

Kumara (2004) expressed in her book "The juvenile justice in India; from Welfare to Rights" a comprehensive thought that examined the functions of legislative bodies and judiciary to facilitate in juvenile justice in India. It described historical development of the legal framework of juvenile justice in India sub-continent, which is helpful for the research.

Ambert (1997b) tried to express in his writing "The effect of delinquency on Parents, Family and Corrections" that practitioners often find parents of delinquents difficult to engage and work with and, in turn, parents report that intervention is stressful and they feel blamed by professionals. While responsive to family risk factors for delinquency, family interventions tend to focus on parenting influences on adolescents and may underestimate the impact of the antisocial adolescent on the family. Here the findings of this research presented the importance of parenting to protect children from becoming delinquent. The results of the study obviously impact on the outcome of the research undertaken.

Sarker (1989) explored in the article titled "Separate Treatment of Juvenile Offender in India and Bangladesh: Some Background Information"

about the historical development of separate treatment of juvenile delinquents including correctional, probation and after care service in Bangladesh. The activities of key wings which facilitate the sound justice for juvenile delinquents were not touched upon by this article.

4.0 Theoretical Framework

Childhood assumes some socio-cultural and psychological phenomena towards its growth and development. All sorts of associated institutions of the society also play important roles to determine the patterns of growth and development of children with its own style. Therefore, considering the variations of childhood growth and development, different theories have been developed based on the needs and necessities, livelihood and development patterns of the children. The major theories include the aspects of the growth and development in childhood: personality development and learning, socialization and cognitive development.

Since the slum children are very closely attached with the vulnerable and unhygienic environment of the slum for their survival in society, 'The Social Learning Theory' by Albert Bandura is one of the main theories that try to explain the causes of this problem. Through research, he found that human beings learn by imitating things that they see around themselves. In other words, children first observe how people around them behave, and then imitate them. For instance, if the child's parents show delinquent behavior like taking drugs, or exhibiting violent behavior, the child is likely to observe this, and imitate the same behavior, without realizing that it is incorrect. Sometimes, peers are also responsible for a child to learn delinquent behavior. From the discussion of the summary of the theory, it is found clear that the objectives of the study undertaken are much related with the theme of the theorist. All the segments highlighted in the theory may be considered to the trends of growth and development of the slum children. The factors usually held responsible to make the children delinquent in slum community are closely similar to the above matters that cause juvenile delinquency as per the statement of the theorist. Social control theory suggests that illegal behavior occurs spontaneously as a result of social interaction. It believes that young people who use drugs and commit crime do so because they lack self-control. He suggests that lack of self-control is the result of poor parenting and families that are unable or unwilling to monitor their child's behaviors (Hirschi, 2001). In the 'Theory of Anomie' it is stated that anomie as a state of dissatisfaction arising from a sense of discrepancy between the aspirations of an individual and the means that the person has available to realize these ambitions. (Merton, 1957)

5.0 Research Methodology and Materials

The researchers had conducted this research incorporation of both qualitative and quantitative data. To elicit information regarding the existing patterns of delinquency of the slum children, a cross-section study was conducted with a randomly selected sample of 150 children within the age group of 6 to 16 years. 'Sample Survey' and 'Case Study' as method; 'Simple Random Sampling' used as informant selection technique; and 'Interview', and 'Observation' as data collection technique were incorporated to gather both quantitative and qualitative data from the informants. Ten case studies were also done for in-depth understanding of their daily livelihood patterns. Apart from the primary sources of data; secondary data were also extracted from books, articles, journals, published and unpublished research reports, and newspapers, and Internet browsing in order to authenticate the collected data. After necessary editing and tabulating, the collected data were analyzed with descriptive statistical methods. The researchers have collected data from *Karwan Bazar Bastee* under Tejgaon Thana located in the centre position of Dhaka Metropolitan City.

6.0 Situation of Slum Dwellers in Dhaka City

Bangladesh is the eighth largest populous country of the world. According to the census report of 2001, the total population of Bangladesh is 12, 92,47,233, which is, plus 1,77,92,048 than that of the last census in 1991. The Bangladesh economy report of 2014, the total population of Bangladesh is 154,695,368 and the Dhaka metropolitan city population is 14,399.00. The growth rate is 1.98 per cent. In a survey carried out by the UNO in 1987 identified Dhaka, as a mega city and it would be the eighth populous city of the world. Dhaka is now experiencing a period of cramped population growth and migrants are mainly responsible for this high growth rate. According to a report, 60 percent of the population of Dhaka city are migrants *(Islam, 1990)*. The population of Dhaka city doubles in every 11 years whereas it takes 25 years to double the population for the whole country. The following table shows the number of people migrated to Dhaka city over the last 50 years.

Table A

Population and Growth Rate of Dhaka City

Year	Population	Growth Rate
1951	3,36,000	1.3
1961	5,57,000	5.2
1974	20,04,000	10.4
1981	34,54,000	8.1
1991	68,44,000	9.8
2001	99,12,908	-

2012	....	....
2014	14,399.00	10.09

Source: Elahi and Alam, 1986-88
BBS 1988 and 1993 and Bangladesh Economy Report 2014.

It is estimated that nearly 50 percent of the national urban population are crammed into the four metropolitan cities: Dhaka, Chittagong, Khulna and Rajshahi. All these cities show the increasing number of population in every census. According to World Bank Bangladesh development series-2007, urbanization in Bangladesh has been going up at higher pace. After the independence in 1971, the country's national population growth was 2.2 but the urban population growth was 7% yearly. According to UN population division, almost 35 million i.e. 25% of country's total population is living in urban areas as the aforementioned figure indicated by the vertical line, this 35 million is expected to exceed 80 million by 2030.

7.0 Factors Contributing to Juvenile Delinquency

It has long been a problem why some children steal and not others, why some play truant, or why some set fires and damage property. Theories have been advanced from time to time to explain these things, but only in the last ten or fifteen years have extensive scientific investigation been carried out on these problems. Officers of the juvenile courts, child welfare associations, educational bodies, and mental hygiene clinics have been instrumental in bringing together a vast amount of data concerning juvenile delinquency, from which certain general conclusions may be drawn. Delinquency itself is socially inadequate adjustment on the part of the individual to difficult situations. The factors which go to make up these difficult situations, together with the mental and physical conditions which influence an individual's capacity to adjust, constitute the causes of delinquency. The factors which operate to turn a child's behavior in one direction rather than another may be very obscure, many as yet are beyond the detection of expert sociologists, psychologists, physiologists and others**.** (K.M. Banham Bridges: 1925)

The following outline comprises the factors which have been found to operate in some thousands of cases studied and reported on by various authorities. These factors are classed under six general headings:

Physical Factors such as Malnutrition, Lack of sleep, Developmental aberrations, Sensory defects, Speech defects, Endocrine disorders, Deformities, Nervous diseases, Other ailments, Physical exuberance, Drug addiction, Effect of weather, etc.

Mental Factors such as Mental defect, Superior intelligence, Psychoses, Psychoneuroses, Psychopathic constitution (including emotional instability), Abnormalities of instinct and emotion, Uneven mental development, Obsessive imagery and imagination, Mental conflicts, Repression and substitution, Inferiority complex, Introversion and egocentrism, Revengefulness (get-even complex), Suggestibility, Contra-suggestibility, Lethargy and laziness, Adolescent emotional instability, Sex habits and experiences, Habit and association.

Home Conditions such as Unsanitary conditions, Material deficiencies, Excess in material things, Poverty and unemployment, Broken homes, Mental and physical abnormalities of parents or siblings, Immoral and delinquent parents, Ill-treatment by foster parents, step-parents or guardians, Stigma of illegitimacy, Lack of parental care and affection, Lack of confidence and frankness between parents and children, Deficient and misdirected discipline, Unhappy relationship with siblings, Bad example, Foreign birth or parentage, "Superior" education of children.

School Conditions such as Inadequate school building and equipment, Inadequate facilities for recreation, Rigid and inelastic school system, "the goose-step", Poor attendance laws and law enforcement, Wrong grading, Unsatisfactory teacher, Undesirable attitude of pupil towards teacher, Bad school companions and codes of morals.

Neighborhood Conditions such as Lack of recreational facilities, Congested neighborhood and slums, Disreputable morals of the district, Proximity of luxury and wealth, Influence of gangs and gang codes, Loneliness, Lack of social outlets, Overstimulation movies and Shows.

Occupational Conditions such as Irregular occupation, Occupational misfit, Spare time and idleness, Truancy, Factory influences, Monotony and restraint, Decline in the apprenticeship system.

8.0 Findings of the Study

8.1 Socio-economic and Demographic Information of the Respondents

The researchers have attempted to collect authentic data from the slum dwellers by appearing before the respondents over the data collection period of the study. Over the entire phase of interview with the respondents, the interviewers basically the researchers themselves were very much sincere, attentive and patient as well due to collect factual data towards a successful research. Besides talking to the respondents, the concern guardians, family members, neighbors and shopkeepers in the slum were also under meticulous

observation. Moreover, all leading people, seniors residents, local representatives.

The study presents that the greater portion of respondents (44.67%) are in the age group of 11-14 years, while another major portion of respondents (38.67%) are in the group of 15-18 years and the lowest but mentionable figure of respondents (16.67%) belong to the age group of 7-10 years. The findings demonstrate that a significant number of respondents (75.33%) in study were male whereas the one-fourth (24.67%) of the total respondents were female. Among the respondents, 96.67% are Muslims and only 3.33% of them are Hindus.

It shows that some of 42 respondents (28%) are found illiterate, whereas the rest of the bigger portion 108 of the respondents (72%) is found in the literate category more or less. Among the respondents of literate category, 24.67% male and 3.33% female studied up to primary school while respectively 10.67% and 4.67% are continuing study in primary school level.

In terms of occupation, 26% of the respondents are Garments labor, similarly another greater portion of them are students (24.67%) whereas 10% are unemployed and some other portions are hawker (7.33%), porter (6.67%), and while other occupations like engine labor, engine vehicle labor, rickshaw puller and others are insignificant, it is very alarming that a significant portion (8.67%) among them are drug sellers. The monthly family income of respondents observed that more than one-third (39.33%) of respondents' monthly family income are Taka 8001-1500, while that of a greater portion (30%) of respondents' monthly income are Taka 5001-8000 and only of a little portion (5.33%) of respondents' income are Taka 17001-20000. On the other hand, it was observed that most of the families' incomes are insufficient for their monthly expenditure.

Among the slum dwellers, 80.66% of the respondents' family use WASA direct house line water and 17.33% of them use WASA directly line water, while only an insignificant portion (2%) of them use tube well water as their pure drinking water. Whereas the highest portion (84.66%) of the respondents' family use WASA directly house line water and about a significant portion (14%) of them use WASA directly line water, while only an insignificant portion (1.33%) of them use tube well water in their cooking purpose.

The findings reveal that 31.33% of the respondents' family use public toilet whereas 26.66% use *katcha* (...) toilet and while a little portion (8%) of them use semi-*Pacca* and an insignificant portion among them use *Pacca*

toilets, a significant portion (16.66%) of them use open space beside Rail lines, as well as 2.00 percent of them use open places here and there.

Among the respondents 96.66% enjoy television as well as respondents have (84.66%) other popular means of recreation which gossiping among them, while a major portion of respondents (68%) use mobile phone as means of recreation and a significant portion of them (23.33%) enjoy cinema show in cinema hall as their means of recreation.

It also reveals that almost all of the respondents' families' (90%) main cause of migration is to seek job whereas poverty is another vital cause to major portion (74.66%) amongst them. Though parents' separation (to 30.00% of respondents) and river Erosion (to 16.00% of respondents) are important causes for migration while other causes are not remarkably significant.

8.2 Nature of Juvenile Delinquency

There are various types of problems in the slum. The study shows that almost all respondents (96.66%) face water crisis as well as a greater portion among them (94.66%) live in dirty environment, and major portion (93.33%) among them face health problem while another significant number of respondents (91.33%) face problem for toilet, as well as greater portion (82.00%) of respondents among them face beating by mosquito. Moreover two major portions (81.33%) face fear of accident and similarly (81.33%) face lacking of study environment, as well as a greater portion (70.00%) among them face problem due to quarreling in slum while more than one fourth among them (28.00%) face extortion and another one fourth (25.33%) face stealing among them.

It presents that the largest portion of respondents' (63.07%) cause of involvement in quarreling were scolding, though that of a significant portion of respondents (12.30%) were drug, while that of rest of the respondents' (below 25.00%) were snatching, conflict of political matter, stealing of mobile, etc.

The study indicates respondents among slum juveniles involvement in drug taking during last three months and it shows that the largest portion of respondents' (80.66%) answer about involvement in drug taking during last three months is negative, that of a significant portion of respondents (13.33%) non responsive while that of a mentionable portion (6.00%) are positive.

The findings presents shows that, major portion of respondents (77.77%) take *Ganja* and a mentionable portion of the respondents (22.22%)

take *Phensedyl*, while other types like Heroin and *Yaba* user is nil. Except the above findings, there might have many other types of drug that the respondents and the slum dwellers may involve in but the researchers did not get more than these.

It also demonstrates the cause of taking drug and shows that major portion of respondents (55.55%) take drug due to frustration, other major portion (44.44%) take due to peer influence similarly a major portion among them (44.44%) take to remove sorrow from lovers while a mentionable portion of respondents (22.22%) take due to attraction to new thing.

It reveals that major portion of the respondents (89.33%) answered about involvement in smuggling during last three months is negative, an insignificant portion of respondents (0.67%) answered positive, while that of a significant portion (10.00%) are nonresponsive.

It also presents causes about involvement in pick-pocketing for last three months and shows that, the highest part of respondents (62.50%) are involved in pick-pocketing due to poverty, one fourth of them involved in it to earn more in less time, while a significant part of respondents (12.50%) among them is involved in it due to keeping friendship.

The results show that a larger portion of respondents (30.77%) are involved in extortion due to keeping friendship, another similar larger portion of them (30.77%) are involved in it due to poverty, while a greater portion of respondents (23.07%) are involved to carry senior's order and a significant portion (15.38%) among them are involved in it due to earn more in less time.

The study presents respondents pattern of Eve teasing and shows the largest portion of respondents (41.17%) show Bad posture while a greater portion of respondents (35.29%) make Bad comments and another portion of them (23.52%) follow from back. Actually there is a close relation between eve teasing and age of the people in our society.

It presents the respondents' involvement in Selling *Yaba* tablet during last three months and shows that, the largest portion of respondents (93.33%) were not involved in it while an insignificant portion of respondents (6.67%) are nonresponsive and a small portion of respondents (1.33%) were involved in it.

8.3 Measures to be Taken for the Remedy of Juvenile Delinquency

The finding presents distribution of whether initiatives taken by slum dwellers towards the remedy of Juvenile delinquencies and demonstrates that a

larger part of respondents (46.67%) answered negative, while another similar portion of respondents (45.33%) answered positive and a smaller part of respondents were nonresponsive.

A major portion of respondents (41.17%) among slum dwellers encourage slum juveniles to go to school, while another major portion of respondents (36.77%) address juveniles to the bad sides of delinquency, a significant portion of respondents (10.29%) Giving punishment and a significant part of respondents (8.82%) Inform Law enforcing agencies, a little part among them also assist NGOs to prevent juvenile delinquency.

It demonstrates the distribution of whether any measures taken by the Law enforcing agencies towards the remedy of juvenile delinquency and it presents that major portion of respondents' (73.33%) among Law enforcing agencies response are negative while that of a little part among respondents (14.64%) are positive and that of a mentionable part of respondents (12.00%) are nonresponsive.

It also demonstrates the distribution of measures taken by the Local Ward Commissioner towards the remedy of Juvenile Delinquencies and it shows that responses by a major portion of respondents to 57.14 percent of cases are Pressurize parents, responses by another larger portion of respondents to 28.57 percent of cases are Instant punishment while responses by a mentionable portion of respondents to 14.28 percent of cases are Encourage to go to school.

It also demonstrates the distribution of types of roles played by the Juvenile Delinquency Correctional Centers and it presents that the Centers make aware the juveniles regarding good and evil works to the cases of a major portion of respondents (33.33%), encourage to do good activities to the cases of another similar major portion of respondents (33.33%), while advice to give up bad companies to the cases of a mentionable portion of respondents (16.67%) and reward for good works to the cases of another similar mentionable portion of respondents (16.67%).

It also demonstrates the distribution of types of measures taken by the NGOs towards the remedy of Juvenile Delinquency and it presents that the NGOs encourage to go to school to the cases of more than half portion of respondents (56.25%) and aware the juveniles regarding bad side of evil works to the cases of a mentionable portion of respondents (12.50%), while arrange sanitation in the slum to the cases of a significant portion of respondents (9.37%) as well as arrange recreational activities to the cases of another

similar portion of respondents (9.37%), also provide educational materials for free and provide health service to some little extents.

9.0 Conclusion and Recommendation

One thing is very clear from this study that the slum dwellers are the most disadvantaged group and dispossessed of the fundamental rights like accommodation, pure water supply, education and health facilities, etc. Whereas their existing pattern of lifestyle impedes the modern urban development and a sound environment. Through this study the researchers have tried to identify some problems of the slum dwellers and on the basis of the findings a few recommendations can be made. It is desired that this research will interest the lawmakers, urban planners and other public concerns to some extent.

> ➢ So far it was observed housing facilities of the slum dwellers are very vulnerable and unhealthy. The outlook of the shanty and dilapidated living rooms are very congested and clumsy. In this connection, the government can take any sort of initiatives to arrange shelter for the dwellers on a long-term basis either providing them loan of minimum interest or through logistic support. A comfortable and healthy housing facility might change the existing pattern of daily living of the slum dwellers and their growing children.
>
> ➢ The landless or hardcore poor people of the village usually migrate to the cities for employment and find cheaper accommodation in the low developed urban areas known as slum and they start living through huge short comings of daily necessities. It is recommended that this type of people could be established through creating various employment opportunities in rural areas.
>
> ➢ It is proposed that some definite action-plans for proper selling and marketing of agricultural products in the rural and peripheral areas so that the marginalized farmers could get right prices for their commodities. This may discourage those who are marginalized cultivators waiting to migrate towards the cities and might congregate in the slums.
>
> ➢ As education is the key to all success of any nation and the slum dwellers including the children might be the significant stakeholder of the education but the entire slum community is being deprived of education facilities as there is no educational institute. So education facilities should be promoted through setting up such institutes either by government or by non-government initiatives.

➢ Most of the people living in the slum are not getting pure drinking water and toilet facility because there is no tube well except WASA line. They are to buy water for everything, which is burden for them. So, some hygienic bathrooms and toilets can be set up for minimizing their problem.

➢ They often get sick because of the unhealthy and dirty environment in the slum but they do not get better treatment from the doctors in the hospital or good clinic due to their unawareness and money crisis. So, there should be a clinic or any sort of health facility for the slum dwellers either by government or non-government initiative.

➢ The *Karwan Basti* (slum) is thoroughly divided by the railway and daily numerous trains are passing through, which creates acute safety hazards for the slum dwellers especially for the immature children and also causes many accidents. In this regard, government can attempt to rehabilitate them to another place or rearrange the *Basti* (slum) for slightly better living which might reduce the number of accident to death.

➢ This *Basti* (slum) is locally known as *Moder Vushargo,* means heaven of drugs. Though the findings of this study do not reflect so but all sorts of drug sales and buy are existed in the slum. The more vigilance and close monitoring of the police and other law enforcement agencies may be effective to aware and reduce such offensive activities among the slum dwellers.

➢ Any sort of vocational training or self entrepreneurial workshop may be organized by the government or by any non-government agency to transform the slum dwellers those are able and reshape them as skilled human resource.

References

Ahmed, Bulbul. (2009). *The juvenile justice system in Bangladesh*. Dhaka: Khoshroz Kitab Mahal Publication, pp.5-30.

ADB Report, 1997.

Akter, Farida. (2000). *Research report on violence with or around children*. Save the Children UK, Dhaka.

Bangladesh economy report, 2014.

Bridges, K.M. Banham. (1995). *An outline of abnormal psychology.* 3rd Edition. R.G.

Brown, S. (1998). Understanding youth and crime: Listening to youth? Buckingham: Open University Press, p.109.

Eadie, T., & Morley, R. (2003). *Crime, justice and punishment.* In *Social Policy* (3rd ed.). Oxford University Press.

Ferdousi, Nahid. (2010). Trends and factors of juvenile delinquency in Bangladesh: Some observations. *Bangladesh Journal of Law*.

Halim, M. Abdul. (1996). *Children: Role of voluntary organizations in the protection of human rights at the grassroots*. Bangladesh Society for the Enforcement of Human Rights (BSEHR).

Islam, Zahurul. (1990). *The juvenile crime in Bangladesh*. Polity Press.

Kumara, Ved. (2004). *The juvenile justice in India: From welfare to rights* (1st ed.). New Delhi: Oxford University Press.

Miner, J. B. (1923). *Deficiency and delinquency: An interpretation of mental testing*. Warwick and York.

Newsworthy, N., & Whitley, M. T. (1923). *The psychology of childhood.* Macmillan.

Puffer, J. A. (1912). *The boy and his gang.* Houghton, Mifflin.

Salaudin, Ahmed. (1966). *Studies in juvenile delinquency and crime in East Pakistan*. Dacca College of social welfare research centre.

Sarker, Abdul. Hakim. (1989). Separate treatment of juvenile offender in India and Bangladesh: Some background information. *The Journal of Social Development, 4*(1). Institute of Social Welfare and Research, University of Dhaka.

Sarkar, P. C. (2014). *Qualitative research in multidisciplinary perspective*. Center for Research, HRD and Publications, Prime University Press, Dhaka, Bangladesh.

Sayles, M. B. (1925). *The problem child in school.* Joint Committee on Methods of Preventing Delinquency.

Shahdeen, Malik. (2005). The children act, 1974: A critical commentary. Dhaka: Save the Children UK.

Siegel, L. J., & Welsh, B. (2011). *Juvenile delinquency: The core* (4th ed.). Belmont, CA: Wadsworth/Engage Learning.

Gender Compassionate Budget in Bangladesh

Md. Anisur Rahman[1]

Abstract

Gender privilege is a mechanism to strengthen the revolution of better world. Gender Supportive Budget (GSB) is a budget which does not emphasize on either women or men; rather it concentrates on the gender divergence as well as encourages for gender insightful policies along with resource allotment. In the least developed countries, the aforesaid phenomenon depicts on budget for women, especially the disadvantaged ones. Major objective of this study is to articulate the sectors of allocation of budget for the poorest women in Bangladesh. Minor aims are to address the needs, predicament, system of operation, contemporary status, etc. and to recommend for forthcoming enrichment. The research has estimated the extensive costs of gender variation in terms of higher population growth, children's mortality, poor health, lower school performance, less competent allotment of household resources, lower economic growth, and higher level of corruption. Gender-aware policy appraisal, gender-disaggregated beneficiary assessment, and such strategies are provided along with macroeconomic policy and budget process. A significant number of recommendations is drawn at the end of the article.

Keywords: Gender, Budget

Introduction

Social change in Bangladesh has been being observed since Raja Rammohan Rai or may be far beyond that. The paces were too slow and changes could not achieve the expected objectives. In the era of mixed market economy and having globalization in mind, countries, especially the emerging ones, have been thriving themselves for abrupt changes towards betterment. Gender privilege is such a mechanism to strengthen the revolution. Egalitarian governments tend to implement the overall modification process through some catalyst and budget is one of them. All enterprises make plans, some in a systematic and formal way, while others in an informal manner (Pandey, 2003). Garrison and Noreen (2001) said a flexible budget provides estimates of what cost should be for any level of activity within a specific range. Capital expenditure planning and control is a process of facilitating decisions covering expenditures on long-term assets (Pandey, 2003). All these issues along with other features are included in budget given by the governments. In Bangladesh, Fiscal year starts in July and ends in June. Budget is the

---

[1]Assistant Professor, BGMEA University of Fashion & Technology (BUFT), Dhaka, Bangladesh.

jurisdiction of the Ministry of Finance and speech is delivered on 10 June by the Finance Minister.

Gender Supportive Budget (GSB) is a budget which does not emphasize on either women or men; rather it concentrates on the gender divergence as well as encourages for gender insightful policies along with resource allotment. In the least developed countries, the aforesaid phenomenon depicts on budget for women, especially the disadvantaged ones. The major objective of this type of budget is to enrich poor women in every possible aspect. Siddique (2009) stated that gender-sensitive budgets are about addressing poverty.

To understand what GSB is, it is a must to be informed about the gender. Siddique (2009) stated in one report that Siddique (2006) explained gender as—"Gender is basically a category of classification to distinguish how society and institutions treat men and women in terms of their roles and responsibilities; norms of behaviors; codes of conducts; legal, social, political and economic rights, etc."

Objectives and Scope of Research

Major objective of this study is to articulate the sectors of allocation of budget for the poorest women in Bangladesh. Minor aims are to address the needs, predicament, system of operation, contemporary status, etc. and to recommend for forthcoming enrichment.

Scope of this research is in its extensive assortment of day to day living of the poorest nature. This study covers a wide range of gender magnitude of budget construction as well as implementation progression in Bangladesh. Necessary strategies are provided for making an effective budget.

Magnitude of this study is obvious since women enrichment is one of the vital mechanisms of today's development in the globe of the impoverish people. GSB addresses the poorest and enhances government provisions by evaluating the situation through gender disaggregated data. The study has estimated the extensive costs of gender variation in terms of higher population growth, children's mortality, poor health, lower school performance, less competent allotment of household resources, lower economic growth, and higher level of corruption. Financial, material, and such resources along with time always create hindrance in the path of exploration, especially in the research form and this time it is no exception.

Research Methodology

Only secondary data were used in the study. Journals, newspapers, websites, research reports of relevant discipline and so forth were gone through for having the information. Statistical tools such as mean, mode, standard deviation etc. were used to analyze the data.

Data Analysis

Gender relations: Gender relations have been undergoing a process of extensive renovation over the last two decades as part of broader process of economic conversion and social alteration. Even though improvement has been substantial in many realms, women's changing functions have also given rise to an assortment of new confront that entails reallocation in policy making and program realization and the innumerable collective standards which have informed and shaped unspoken communal appreciation of women's roles and responsibilities.

GEI: Gender Equity Index (2007) observed around 175 countries and informed that in no country do women enjoy the same opportunities as men.

The Constitution of Bangladesh: Part three, Fundamental rights of The Constitution of Bangladesh grants equal rights to women and men in all spheres of public life. Article 27, 28(1,2,3,4), and 29(1,2,3) grant the statements in this respect. Moreover, Muslim Family Law Ordinance, 1961; Dowry Prohibition Act, 1986; The Family Court Ordinance, 1985; The Child Marriage Restraint Act, 1929; Muslim Marriage and Divorce Registration Act, 1974; Women and Children Repression Act, 2000; and so forth are laws which are in their existence to protect the victims in the aforementioned phenomena.

Gender Budget: Report of the Expert Group on Classification System for Government Transaction in India states—

> Gender budgeting refers to presentation of budgetary data in a manner so that the gender sensitivities of the budgetary allocations are clearly highlighted. It envisages highlighting the allocations not only to women-specific programs but also to quantify pro-women allocations in the composite or gender neutral programs under various departments. Gender budgeting also involves carrying out an impact analysis of government programs and its budgetary allocations on the overall socio-economic status of women in the country. The ultimate aim of gender analysis of national budget is to incorporate gender variables into the models on which planning and budgeting is based. (MoF, India, 2004)

Gender Budget Process: The process can be in five steps mentioned below:
1. Viewing at gender consciousness and convention in all aspects of budgeting at all levels.

2. Promoting vigorous involvement and partaking of women, men, and other marginalized groups such as rural, youth, or underprivileged community.
3. Scrutinizing and evaluating government disbursement and revenue from a gender viewpoint.
4. Promoting more valuable use of resources to accomplish both gender parity and human improvement objectives.
5. Stressing reprioritization within and across Ministries/Departments/Agencies rather than an increase in overall government expenditure.

Purpose of GSB: The purpose can be as follows:
1. To perk up the allotment of resources to women.
2. To prop up gender mainstreaming in macro environment.
3. To boost the association amid economic and communal policy upshot.
4. To contribute to the accomplishment of the MDGs.
5. To reinforce common society partaking in economic policy making.
6. To pursue public expenditure against gender and development policy vow.

Strategies of GSB: There are various tools, techniques and strategies to analyze gender sensitive budget and concerned phenomenon. Elson (1997) has shown some effective strategies:
1. Gender-aware policy appraisal: This is an analytical approach which involves scrutinizing the policies of different portfolios and programs by paying attention to the implicit and explicit gender issues involved. It questions the assumptions that policies are 'gender-neutral' in their effects and asks instead: in what ways are the policies and their associated resource allocations likely to reduce or increase gender inequalities?
2. Gender-disaggregated beneficiary assessments: This research technique is used to ask actual or potential beneficiaries the extent to which government policies and programs match these people's priorities.
3. Gender-disaggregated public expenditure incidence analysis: This research technique compares public expenditure for a given program, usually with data from household surveys, to reveal the distribution of expenditure between women and men, girls and boys.
4. Gender-disaggregated tax incidence analysis: This research technique examines both direct and indirect taxes in order to calculate how much taxation is paid by different individuals or households.
5. Gender-disaggregated analysis of the impact of the budget on time use: This looks at the relationship between the national budget and the way time is used in households. This ensures that the time spent by women in unpaid work is accounted for in policy analysis.

6. Gender-aware medium term economic policy framework: This attempts to incorporate gender into the economic models on which medium term economic frameworks are based.
7. Gender-aware budget statement: This involves an accountability process which may utilize any of the above tools. It requires a high degree of commitment and co-ordination throughout the public sector as ministries or departments undertake an assessment of the gender impact of their line budgets.

In applying these apparatuses, Sharp (1998) has also endowed with three types of government outflows which break down types of expenditures under the budget and these are as follows:

1. Women specific expenditure
2. Equal opportunity expenditure for civil servants
3. General expenditure considered in terms of its impact on gender equality.

Gender and Macroeconomic Policy: Human Development Index (1995) showed that 70% of 1.3 billion poor people were women. The UNDP's Human Development Report (1995) estimated that women's unpaid work is equivalent to approximately 11 trillion annually. Commonwealth Secretariat (1999) stated that women's informal labor should be recognized and their productivity duly considered in the development and implementation of such policies, particularly in resource allocation channeled through national budgets.

As budget is the prime fiscal policy appliance as most countries fabricate an annual budget statement which sets out tax and expenditure plans for the coming year as well as a national event and issue of greater media interest, it is the most appropriate entry point for integrating a gender viewpoint into macroeconomic policies.

Gender blindness subsists in the intangible scaffold and information used to put in order national budgets. Though budgets are visions as 'gender impartial', which without a doubt, conceal 'male bias', they are intrinsic in the budgetary progression. This preconceived notion arises from the perception of the women being reliant on men and not being seen as monetary performer. Their work in the care economy is always derelict and seen as tangential to the market economy. In the patriarchal society, women are perceived as a communally excluded class. Gender budgeting is being recognized as one of the instruments of removing the social exclusion. (Narkey, 2006)

Conclusion and Recommendation

The formal budgets did not or could not balance allocations of resources towards the underprivileged community, especially the poor women in effective manner. The time has come for betterment in the context of digital era announced by Sheikh Hasina, the Honorable Prime Minister of Bangladesh. By dint of Information System, ministries can be e-ministries and e-governance can be started to cope with the rest of the developed world. To do so, 80% of the population needs to come under the umbrella of development. The development should be reflected in the budget. Millennium Development Goals can be obtained sequentially by the PRSPs and annual budget. BWCCI, BIDS, MOWCA, WEDP, DYD and some other relevant entities have conducted several meetings, seminars, symposiums and recommended suggestions to solve the problems (Sharker, Ahmed and Suraiya 2010). The share of the total expenditure should be targeted to gender equality programs. Women-friendly job environment ought to be created and maintained in the most sustainable manner. Women's need must get priority in both the public and private sectors. Gender balance in membership of government committees and other decision-making bodies should be ensured (Budlender, Elson, Hewitt, and Mukhopadhaya, 2002). Banks and other similar institutions should be directly involved in pre-budget discussions because these are highly regulated entities which have directly linked between stakeholders (Rose, 2005). A comprehensive credit policy should be initiated under the direct supervision of the central bank in order to create access of women entrepreneurs to finance. The policy must keep a provision of collateral free loan, credit without interest or low rate of interest, loan for long time duration etc. Gender cell may be established to facilitate the women for processing loan. Awareness of business opportunities and support services offered by various entities should be targeted towards women. Proper coordination, necessary fund and trained staff should be provided by the GOs and NGOs to improve service delivery mechanisms. Marketing support should be provided by observing the high context countries. It is suggested to provide market intelligence to the women led enterprises through cross visits between and among women entrepreneurs within and outside of the country. EPB should maintain a minimum quota for women entrepreneurs to send them to various national and international trades fair. Credit programs need to be linked with entrepreneurship development training programs. Latest National Women Development Policy should be implemented properly. Harmony and coordination among the policy institutions need to be ensured. Media must play a positive role in this field. Concerned entities should provide special support to women entrepreneurs engaged in export trade. Moreover, complete mentality must be moved to a positive path, a path of harmony, cooperation, coordination and partnership.

References

Budlender, D., Elson, D., Hewitt, G., & Mukhopadhaya, T. (2002). Gender budget make cents: Understanding gender responsive budgets. *The Commonwealth Secretariat*. London. p. 47.

Commonwealth Secretariat (1999). Gender budget initiative: A Commonwealth initiative to integrate gender into national budgetary processes. London, pp. 7-8.

Elson, D. (1997). Tools for gender integration into macroeconomic policy. *Gender and development*, no. 2, p. 13.

Garrison, R. H., & Noreen. E. W. (2001). *Managerial accounting* (9th ed.). USA: Irwin McGraw-Hill. p. 504.

Gender Equity Index. (2007). SOCIAL WATCH. http://www.socialwatch.org. accessed on 01.06.2010.

MoF, India. (2004). Report of the expert group on classification system for government transaction, India.

Narkey, K. (2006). Gender budgeting and its implication for feminist research. Postgraduate Conference in Gender Studies. University of Leeds, UK. e-paper no. 11.

Pandey, I. M. (2003). *Financial management* (8th ed.). India: Vikas Publishing House Pvt. Ltd. pp. 616-617.

Ibid. p. 247.

Rose, P. S. (2005). *Commercial bank management*. Int. edition. NY: McGraw-Hill Irwin, pp. 61-66.

Sharker, M., Ahmed, R., & Suraiya, S. (2010). Current policy regulations: Problems and prospects for SME women entrepreneurs. Paper presented on Women Entrepreneurship in Green University of Bangladesh, Dhaka, pp. 6-7.

Sharp, R. (1998). How to do a gender -sensitive budget analysis. *Ausaid*.

Siddique, Asraf. (2009). Gender responsive budgeting. *Unnayan shamannay*. Dhaka, p. 13.

Ibid. p. 13.

Effect of Enzyme Wash on the Properties of Knitted Fabric

Md. Arifuzzaman[1]

Abstract

Pilling and fuzz, which were not a major problem earlier (especially for cotton fabrics), but nowadays it becomes a major problem. Fibre type, the yarn spinning system, fabric type and finishing process play an important role in the formation of pilling in fabrics. In this study 100% cotton knitted fabric of structure single jersey, terry and single lacoste were enzyme washed for fuzz reduction in exhaust method with 2% cellulase enzyme. Each sample was treated with enzyme in both before dyeing and after dyeing stage. The effects of enzyme wash on properties of fabric were evaluated by testing pilling, bursting strength, weight loss percentage and color fastness to wash and rub (dry and wet). All the test carried out according to ISO testing method 2010. From the investigation it was found that enzymatic treatment before dyeing is superior to after dyeing for all types of fabrics. Single lacoste fabric showed better result in respect to all types of fabric.

Introduction

1.1. General Discussion

The environmental change, improvement of lifestyle and globalization of the world have brought up new notions and advances in the textile sector, in accordance with all the other sectors. The number of features expected from textile products has increased due to changes in the buyers' expectations and their awareness of quality and environment. For example, pilling is one of the major undesirable and serious problems in apparel and textile products. It does not cause an unsightly appearance or bad handle properties, but it has an accelerating effect on the rate of fibre removal from the yarn structure, and hence materially reduces the service life [1].

Generally in dyeing process different types of enzymes are used. Though there are reasons. We were also trying to find out why enzymes are used in dyeing. Here we have tried to know why enzymes are used before

[1]**Senior Lecturer & Coordinator, Department of Textile Engineering, City University, Dhaka, Bangladesh.**

dyeing & sometimes after dyeing. But through these two processes differences are found. Firstly, using of enzyme after dyeing is a waste of time. The probability of shade variation is also very high in this process. But it seems that the shade of the dyed fabric & original fabric is not nearer to each other [2]. It is found that the using of enzyme before dyeing is very useful. Now here we have seen that it has less time occurring process and also there are some changes in the structural factors. The three types of fabrics I have taken are 'without enzyme wash,' 'after dyeing enzyme wash' and 'before dyeing enzyme wash.' The hairiness in the face of the three types of fabrics is different. After the experiment, smooth fabric is found in which the enzyme is used. It is because enzyme removes hairiness. But, consequently fabric weight has decreased. The weight of the fabric treated without enzyme becomes 147 GSM and with enzyme wash fabric becomes 145 GSM, whereas untreated fabric was of 150 GSM. Finally, it can be said that there is a considerable change in enzyme wash.

Knitted goods treated with enzymes are free from surface hairiness (fuzz) and neps with much improved handle and flexibility. The fabric surface becomes smoother and more lustrous. There is also a lower tendency to further pilling possibly due to the fact that there are less protruding fibre ends from the yarns after the enzyme application.

Bio-finishing, also called bio-polishing, is a finishing process applied to cellulose textiles that produces permanent effects by the use of enzymes. Bio-finishing removes protruding fibres and slubs from fabrics, significantly reduces pilling, softens fabric hand and provides a smooth fabric appearance, especially for knitwear and as a pretreatment for printing. Second rate articles can obtain the high value eye appeal of first rate ones [3].

Bio-finishing is not only useful for cotton but also for regenerated cellulose fabrics, especially for lyocell and microfibre articles. By incorporating enzymes into detergents to remove protruding surface fibres, improved colour retention is achieved after multiple launderings. The disadvantages of bio-polishing are the formation of fibre dust, which has to be removed thoroughly, the reproducibility of the effect (which is dependent upon many parameters) and in the worst case, loss of tear strength & weight lost [4].

Objective of the Study

The main objective of the study is to investigate the effect of enzyme on various cotton-knitted fabrics in different stages (before dyeing and after dyeing) and find out the best stage of enzyme application in terms of fabric quality.

Literature Review

Review of Recent Research Works

Enzymes are high molecular weight proteins produced by living organisms to catalyse the chemical reactions essential for the organism's survival. They have complex three-dimensional structures composed of long chains of amino acids with molecular weights ranging from 10,000 to about 150,000 and occasionally to more than 10, 00,000. These naturally occurring molecules provide a high degree of catalytic specificity unmatched by man-made catalysts [4, 5]. Chemical reactions catalysed by enzymes can typically be carried out, as is most usual in nature, under mild aqueous conditions without the need for high temperatures, extreme pH values or chemical solvents [6,7]. For many years the research work has been going on. Here I am presenting some research works about enzyme wash from the reference **8 to 10.**

(S K Laga, et. al.) [8]: The appearance and handle of cotton knits can significantly be improved by treatment with celluloses, and such treatment leads to the removal of surface hairs from fabric and improves brightness of dyed fabric*.* In the recent years enzymes have found a variety of uses in textile applications. Popular uses are stone washing of denims and surface modification of cellulosic fabrics to improve their appearance and handle. The process of treating with cellulases is termed as bio-polishing. In case of denims one can get stone-wash effect without using pumice stones by using enzymes. Another advantage of using enzymes is that, these are environment friendly, since they are readily biodegradable. Besides, they will not leave chemical residue on the processed materials and the colour changes on the dyed goods are very less.

(Saravanan et. al.) [9]: A review on influential behavior of biopolishing on dyeability and certain physico-mechanical properties of cotton fabrics. Biopolishing treatment, given to the cotton fabrics using cellulase, often influences dyeability and certain physical properties of the fabrics after treatments, besides improving appearance and handle values. Cellulase treatments prior to dyeing facilitate the dyeing process subsequently, while reactions of cellulases are retarded by the dyestuff present in the fabrics to different extents. Removal of protruding fibres imparts smooth appearance and defibrillation of cotton fibres alters the moisture absorption properties of the fabrics. Reduction in fabric strength, increase in elongation at break are also realized in biopolishing in addition to improved handle values. An attempt has been made to review the influential behavior of cellulase treatment on dyeability and physical properties of cotton fabrics.

(Wang Xuerong, et. al) [10]: This study is about the influence of combined enzymatic treatment on one-bath scouring of cotton knitted fabrics. The scouring of cotton knitted fabrics with alkaline pectinase, neutral cellulase, neutral alkaline protease, and alkaline xylanase and mixtures thereof, in one bath was studied. The effects of enzyme combinations were studied against the criteria of wet ability, burst strength loss and whiteness. The results showed that the scouring effects of enzyme mixtures were better than those of individual enzymes, and dyeing properties (*K/S*, colour parameters and colour fastness) of bioscoured cotton knits were comparable to those of conventionally alkaline scoured cotton knits.

According to the study of **S K Laga, et. al.,** enzyme treatment with cellulase on cotton goods remove the fabric hairiness, no chemical residue remains and less color change happens. On the other hand, **Saravanan et. al.** prove that cellulase treatment effect on cotton fabric removes pilling problems, improves hand filling and increases elongation of fabric at break, but causes fabric strength loss. My research finds out all of the above with extra findings of the stage of enzyme washing— before dyeing or after dyeing.

Background

When fabrics need to dye, they have to pass through a long process. While dyeing, the fabrics have to pass de-sizing, scouring, bleaching, etc. steps. All those steps introduce some chemicals like soda, acid, salt, etc. Pilling and fuzz, which were not a major problem (especially for cotton fabrics), but nowadays it become a major problem. Fibre types, the yarn spinning system, fabric types, fabric processing and finishing process play an important role in the formation of pilling in fabrics. Washing the fabric by enzymes is effective to remove the pilling problem. But washing a fabric by enzymes downgrades the strength and weight of the fabric. The study also tried to find out, in which washing stage enzyme wash is effective. The performance of enzyme wash will also be measured before and after dyeing. Moreover the study is also going to show the effect of enzyme wash on different knitted fabric.

Materials and Method

Material

100% cotton knitted fabric of three different structures such as single jersey, single lacoste and terry were used in the investigation. The following table shows GSM of respective fabric with amount of treated. 2% cellulase enzyme (Cottoness BT-2) were used.

Table 4.1: GSM of different structural fabric

Fabric structure	GSM (g/ m^2)	Amount treated (lb)
Single jersey	150	2
Terry	280	2
Single lacoste	200	2

Table 4.2: List of Chemicals

Reagent	Concentration (g/l)	Function
Argaprep LFD	0.7	Detergent
Argaquest ARSK	1.0	Sequestering agent
Kappavan FCB	1.0	Anticreasing
Jinsol Eco ESR	0.5	Oil remover
Argaprep CBS	0.5	Stabilizer
Caustic Soda	0.5	Soda
Jintexyme OEM	0.5	Peroxide killer

Table 4.3: List of Dyestuff

Si. No.	Name	Concentration %
1	Allofix Red 3BS	0.6%+0.4%
2	Reactive Black KGD	1.5%+ 5.80%
3	Reactive Navy Blue GG	0.58%

Method

4.2.1.Enzymatic Processing
Bio-polishing process was applied to the samples along with different enzymatic treatment.
Enzymatic treatment before dyeing in separate bath with the following recipe:

Concentration of Enzyme : 2%
M L Ratio : 1:10
Temp. : 55 ^{0}C
Time : 1 hour
P ^{H} : 8

Enzymatic treatment after dyeing in separate bath with the following recipe:
Concentration of Enzyme : 2%
M L Ratio : 1:10
Temp. : 55 ^{0}C
Time : 1 hour
P ^{H} : 8

Investigation Methods

Weight loss %

After the enzymatic treatments, the weight losses of the treated fabrics were inspected. The amount of weight losses were calculated according to the following formula:

$\%WL = (W_1-W_2)/W_2$

Where:

W_1 - the weight of fabric before enzymatic treatment,

W_2 - the weight of fabric after enzymatic treatment.

Strength loss (kPa)

Bursting strength tests were measured according to ISO 13938-2 appropriate to the diaphragm method [11].

Diaphramg 1.00 mm
Test Area (Dia) 50 cm^2 (79.8 mm)
Inflation Rate 12.3kPa/s
Correction Rate 2.0 kPa/s
Burst Detection Normal
Clamp Pressure 600.0 kPa

The bursting strength values in KPa and the bursting heights were measured.

Pilling

The pilling resistance of the fabrics was determined using a Pilling Resistance, ICI Pilling Box According to EN ISO 12945- 1[12]. 10800 revolutions respectively for three couples of the test sample at each trial.

Fastness test

ISO 105 C06 / C08 / C09 and AATCC 61

While the common test methods that are currently followed are ISO 105 C06 and AATCC 61 [13].

Result & Discussions

Physical Testing

Enzymatic Effect on Pilling Properties

First, untreated fabrics were tested for pilling. After the evaluation of these results, it was observed that the pilling resistance ratings of the fabric samples were dissimilar to each other, but there was no significant difference between them. The pilling resistance of Single jersey fabrics and Single lacoste were better than the Terry fabric. It was observed that, when the fabric samples were tested before dyeing enzymatic treatment for pilling, it was established that this was the best pilling ratings samples. It was observed that the knitted fabric samples from Terry had the worst pilling tendency.

Table 5.1: Enzymatic Effect on Pilling

	Without Enzyme Wash			After Dying Enzyme Wash			Before Dying Enzyme Wash		
Fabric types	S/J	Terry	S/L	S/J	Terry	S/L	S/J	Terry	S/L
Pilling resistance	3	3.5	3	4.2	4	4.5	4.3	4	4.8

Table 5.1 shows enzymatic effect on pilling resistance of the knitted fabric, the better pilling resistant occurred by the 'before dyeing enzyme wash' and single lacoste fabric is better pilling resistant than other.

In accordance with the results of this study, we can assert that bio-polishing enables the fuzz to be removed to a remarkable degree, substantially reducing the tendency to pilling.

We observed that the best pilling resistant properties occurred on the before dyeing enzyme washing treatment, the lower pilling resistant properties occurred on the after dyeing enzyme washing treatment. The pilling tendency

of the fabrics knitted from those after & before enzyme treated types are significantly lower. It is slightly different, not much.
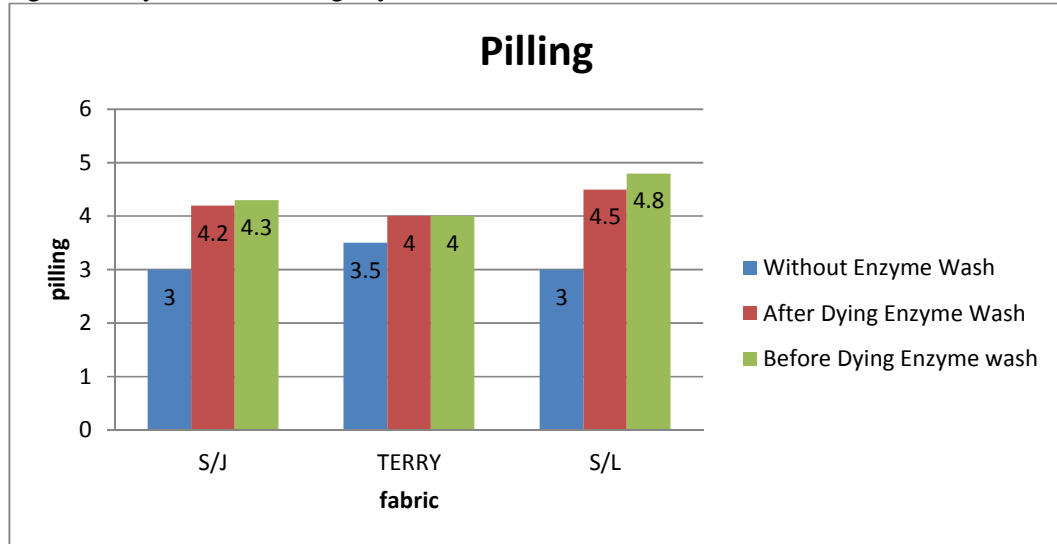

Fig. 5.1: Enzymatic effect on pilling properties

The enzyme treated-based knitted fabrics exhibit excellent enhancement in pilling properties. We have observed that there was no more significant difference between the pilling behaviors of the fabric samples, irrespective of whether the fabric samples had been after or before dyeing the enzymatic process.

By figure 5.1, I observed & found out the following observation, single lacoste construction is good pilling resistant with cellulase enzyme, and 'before dyeing enzyme wash' is the better enzymatic effect. So I can say that the 'before dyeing enzymatic process' gives the best pilling rating outcomes.

Enzymatic Effect on Strength Loss

The bio-polishing process partly hydrolyses the cotton, which has a negative effect on fabric strength level. Fabrics from enzyme wash give the best strength values for untreated and enzymatic treated in two different stages, rather than fabrics from after dyeing effect and before dyeing.

The fabric samples' strength loss caused by enzymatic treatment after pre-treatment or dyeing processes is nearly the same in all type of fabrics, loss in strength is about 5 % in average,

Table 5.2: Enzymatic Effect on Strength

	Without Enzyme Wash			After Dying Enzyme Wash			Before Dying Enzyme Wash		
Fabric types	S/J	Terry	S/L	S/J	Terry	S/L	S/J	Terry	S/L
Bursting strength (Kpa)	187.5	195.3	190.8	180.4	186.4	186.6	184.5	192.8	188.5

The table 5.2 shows that the enzymatic treatment after and before dyeing affects on the fabric strength. Enzymes can hydrolysis cellulose. For these causes enzymatic effect reduces some strength of fabrics. So my observation finds out best washing stage for minimum strength loss. The before dyeing enzyme wash occurred lower strength loss than other & for enzymatic effect maximum strength loss by terry fabric.
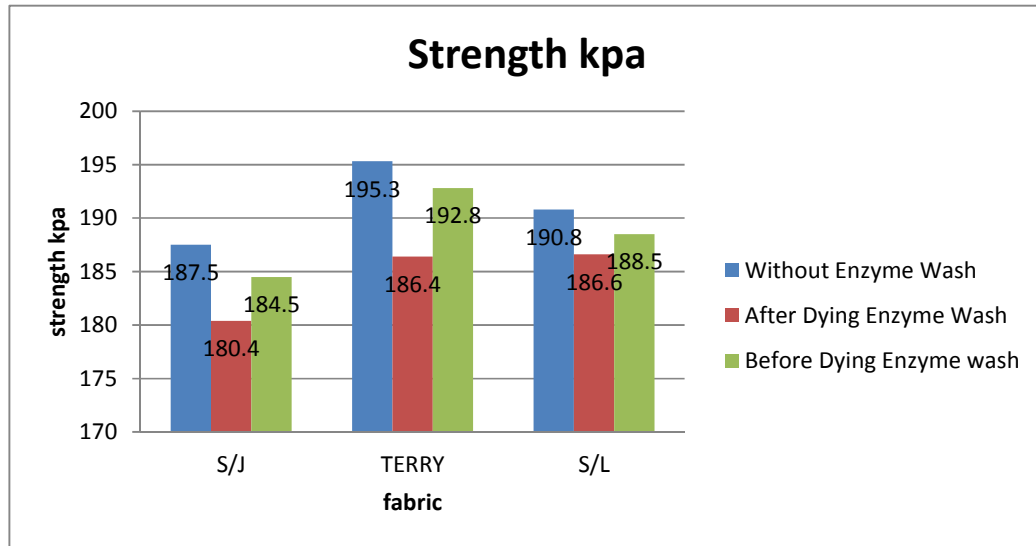
Fig. 5.2: Comparison of strength loss between after & before dyeing enzyme wash

Once applied, enzymatic treatment causes a strength loss which falls within acceptable limits. But readers should be cautioned that twice-applied enzymatic treatment causes severe strength loss beyond acceptable limits. This may be explained by the mechanism of bio-polishing. Enzymes are surface-active; during the first bio-polishing process, they will most probably act mainly on the protruding excessive fibrilious surfaces, and also on the outer

surfaces of the yarn. If we employ a second bio-polishing process, enzymes will react on the increased surface area, and they will damage the yarn sufficiently to cause severe strength and weight loss. Although twice bio-polishing improves pilling properties, this will take place at the expense of basic fabric requirements such as strength and weight.

We observed that the lower strength loss occurred on the before dyeing enzyme washing treatment & higher strength loss occurred on the after dyeing enzyme washing treatment.

Fig. 5.2 shows terry fabric gets more strength loss by the affect of cellulase enzyme and single lacoste gets less strength loss by the affect of cellulase enzyme.

Enzymatic Effect on Weight Loss

After the bio-polishing process, 1-5 % loss in fabric weight is an expected result. This amount shows the efficiency of the process. Weight loss of enzymatic-treated fabric samples after pre-treatment was slightly higher than those which were enzymatic-treated after dyeing. The reason for this is the high number of process phases, the high amount of mechanical forces and the long process period, which cause the removal of the fuzzes from the yarn surface. When the weight loss is compared according to the yarn spinning system, the fabric from carded yarn had the highest value while the open-end yarn had the lowest. The amount of weight loss that occurs after the double enzymatic treatment was significantly higher.

Table 5.3: Enzymatic Effect on Weight Loss %

	Without Enzyme Wash			After Dying Enzyme Wash			Before Dying Enzyme Wash		
Fabric types	S/J	Terry	S/L	S/J	Terry	S/L	S/J	Terry	S/L
Weight loss %	2	2.5	2	3.5	4	4	4.5	5	5

The cellulase enzyme removes cellulose from the fabric surface for removing hairiness & improving hand felling, but for this above result fabric lost some weight. The table - 5.3 shows that 'before dyeing enzyme washing stage' lost more weight than 'after dyeing enzyme washing stage.'
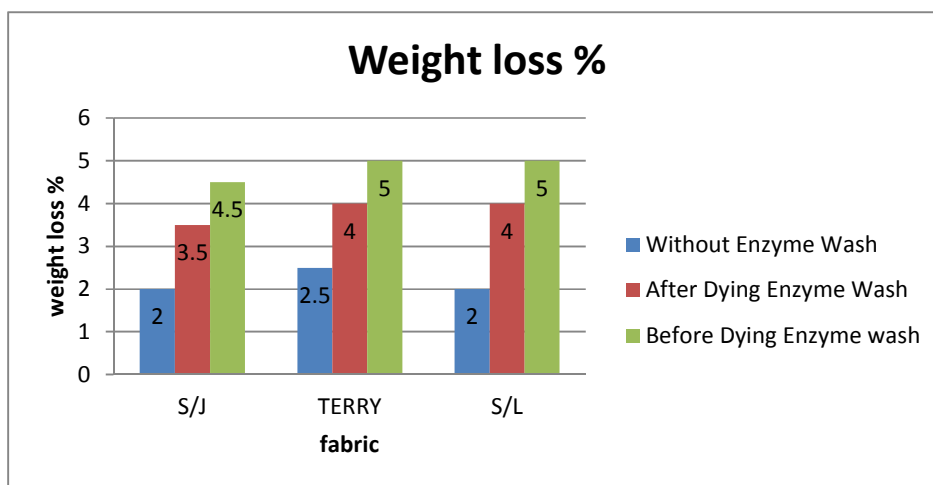
Fig. 5.3: Comparison between after & before dyeing enzyme wash on weight loss %

The reasons for the slightly higher weight loss of fabric samples enzymatically treated before dyeing enzyme washing treatment than those after dyeing are the high number of process phases, the high amount of mechanical forces and the long process period, which cause the removal of the fuzzes from yarn surface. When the weight loss is compared according to the fabric types, the fabric of Terry has the highest value while that from Single jersey has the lowest. The amount of weight loss that occurs before dyeing enzymatic treatment is significantly higher. So, we observed slightly lower weight loss occurred on 'after dyeing enzyme washing treatment' than 'before dyeing enzyme washing treatment.' Fig.-5.3 shows the terry fabric gets more weight loss by the effect of enzymatic treatment than single jersey & single lacoste, and also shows after dyeing is better than before dyeing enzyme wash.

Table 5.4: Enzymatic Effects on Color Fastness to Wash & Rub

Without Enzyme Wash						After Dying Enzyme Wash						Before Dying Enzyme Wash					
S/J		Terry		S/L		S/J		Terry		S/L		S/J		Terry		S/L	
wash	rub	wash	rub	wash	rub	wash	rub	wash	rub	wash	rub	wash	rub	wash	rub	wash	rub
4	4.5	4	4.5	4	4.5	4.5	4.5	4.5	5	5	5	4.5	5	5	5	5	5

Fastness Properties

Enzymatic Effect on Color Fastness to Wash

Color fastness is very important matter for textile dyed materials. It mainly depends on interaction of dyestuff and textile materials. Sometimes many washing processes and washing chemicals affect the color fastness. The enzymatic process has fewer effects to the color fastness to wash and rub not major. The table - 5.4 shows effect of enzyme on color fastness to wash and rubbing. The 'before dyeing enzyme wash' is slightly better than 'after dyeing enzyme wash.'
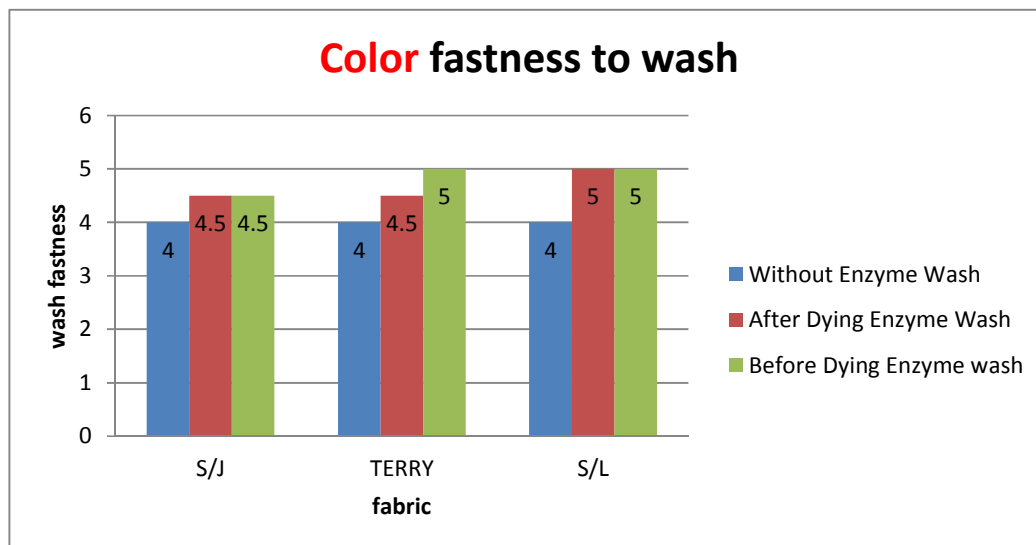
Fig. 5.4: Comparison of color fastness to wash between after & before dyeing enzyme wash

The fig.5.4 shows 'before dyeing enzyme wash' is slightly better effect of color fastness to wash than "after dyeing enzyme wash" and also shows single lacoste & terry fabric make better effect.

Enzymatic Effect on Color Fastness to Rub
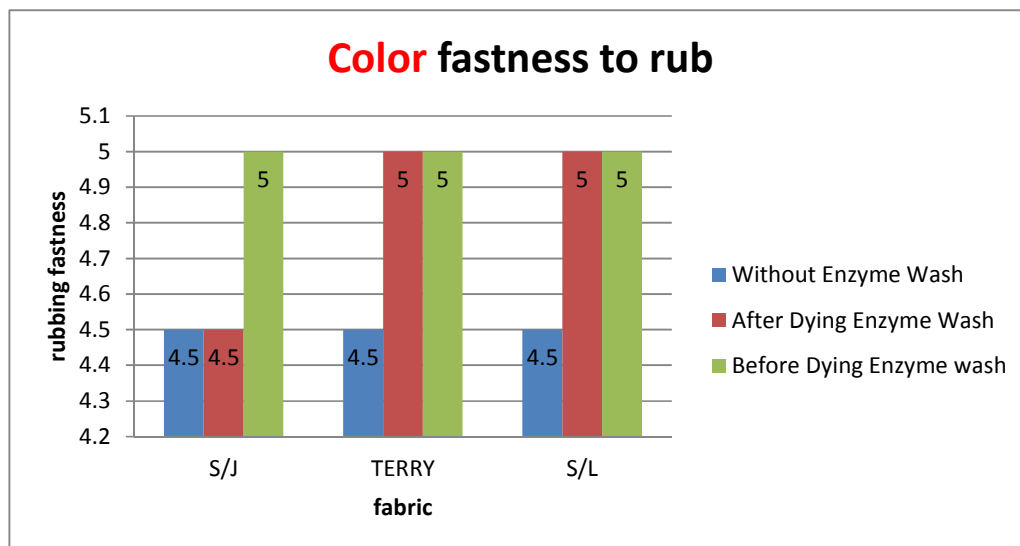
Fig. 5.5: Comparison of color fastness to rub between after & before dyeing enzyme wash

The enzymatic treatment cannot any effect on the properties of rubbing fastness in the stage of before and after dyeing treatment accept single jersey fabric. The above table (5.5) shows single jersey fabric gets lower rubbing fastness rating at the stage of after dyeing enzymatic treatment. The colour differences of fabrics after enzymatic processes at different steps and untreated fabrics were measured. As the greatest colour difference values we observed in the fabric samples that had been enzyme-treated after dyeing treatment and it is so difficult to match required color at the after dyeing enzyme wash.

Table 5.5: Enzymatic Effect of Different Washing Stage and Different Knitted Fabric.

Fabric types	Without Enzyme Wash					After Dyeing Enzyme Wash					Before Dyeing Enzyme Wash				
	strength	pilling	Weight loss %	fastness		strength	pilling	Weight loss %	fastness		Strength	pilling	Weight loss %	fastness	
				wash	rubbing				wash	rubbing				Wash	rubbing
S/J	187.5	3	2	4	4.5	180.4	4.2	3.5	4.5	4.5	184.5	4.3	4.5	4.5	5
TERRY	195.3	3.5	2.5	4	4.5	186.4	4	4	4.5	5	192.8	4	5	5	5
S/L	190.8	3	2	4	4.5	186.6	4.5	4	5	5	188.5	4.8	5	5	5

The above (table - 5.5) table shows result of all types of properties that affected by the enzymatic treatment of after and before dyeing enzyme wash on single jersey, Terry & single lacoste knitted fabric.

When the colour difference values of dyed fabrics are examined, one readily notices more severe deviations in colour shade on the twice enzymatically treated fabrics. This is most probably because of the difference in light reflection together with yarn surface modification. It is very much difficult to match required color at the after dyeing enzyme wash. So, before dyeing enzymatic treatment is more suitable.

Conclusion

If we can use enzyme properly before dyeing, comparatively less time is required for dyeing process. But if we cannot use enzyme it will be vice versa. Besides, enzyme wash after dyeing is very difficult process because in this process the shade does not match easily. Gradually fabric has to be tested till the shade matches. Eventually the fabric has to be unloaded. The whole lot may be damaged; generally in most industry enzyme wash is done before dyeing. As a result, here major important factors have found higher weight loss, lower strength loss, less time, smooth fabric & shade match. So, for more benefit before dyeing enzyme wash is very important. On the other hand, 'after dyeing enzyme wash' makes good pilling resistant and lower weight loss. But we have observed that there was no more significant difference between the pilling behaviors of the fabric samples, irrespective of whether the fabric samples had been after or before dyeing the enzymatic process.

Suggestion for Future Work

In this study all washing conditions have resulted in loss of fabric strength and weight. Due to the enzyme, fabric becomes smoother but fabric strength & weight is lost. I hope in future it will be able to find out a new technique that makes the fabric smoother without weight & strength loss.

References

Cooke, W. D. (1982). The Influence of fibre fatigue on the pilling cycle, Part 1, Fuzz formation. *Journal of The Textile Institute, 1*, 13-19.

Etters, J. N., & Annis, P. A. (1998). *American Dyestuff Reporter, 87*(5)*,* 1823.

Florkin, Marcel, & Stotz, Elmer Henry. (1973). *Amsterdam* (2nd ed.). *Elsevier* Scientific Pub. Co. pp. 346–392.

http://textilelearner.blogspot.com/2012/07/enzyme-classification-of-enzyme-in.html.

http://textile-test-equipment.com/Myadmin/product/1355137182_Digital-Bursting-Strength-Tester.jpg.

http://www.astm.org/Standards/D2096.html.

Koshland, D. E. (1958). Application of a theory of enzyme specificity to protein synthesis, *National Academy of Sciences of the United States of America*, *44*(2), 98–104.

Laga, S. K., Wasif, A. I., & Shah, Karan. (1999a). Bio-polishing of knit goods**.** *The Indian Textile Journal, 5*(1), 83-85.

Laga, S. K., Wasif, A. I., & Shah, Karan. (2000b). Bio-polishing of knit goods. *The Indian Textile Journal, 81*(4)*,* 298-302.

Nono, S. (1982). *Handbook of practical biotechnology*, *Boyce COL* (ed.)*,* Bagsvared, Denmark Novo Industries A/S*,* pp. 77-81.

Saravanan, D., Vasanthi, S. N., & Ramachandran, T. (2009). A review on influential behaviour of biopolishing on dyeability and certain physico-mechanical properties of cotton fabrics. *Elsevier Journal, 76*(1), 1-7.

Stewart, C. W. (1996). Book of papers. AATCC International Technical Conference & Exhibition*,* Nashville TN: AATCC, Research Triangle Park, NC, (pp.212-217).

Stohr, R. (1995). Enzyme-Biokatalysatoren in der Textilveredlung. *Melliand Textilberichte, 76*(11)*,* 1010-1013.

Riverine Tourism: Untapped Treasure of Bangladesh

Ishita Ahmed[1]
Nusrat Jahan[2]
A.B.M. Saleh[3]

Abstract

Bangladesh being the biggest delta in the world and criss-crossed with hundreds of rivers has an immense potential for riverine tourism. But even after 42 years of independence due to many reasons this sector is still in its budding stage. So far government has done very little to promote this sector; private entrepreneurs also have not been that much enthusiastic to come forward in this field. Current paper is an endeavor to explore and understand the prospects and the challenges of riverine tourism in Bangladesh. It also endeavors to understand various types of riverine tourism and their impacts on socio-economic life of the community concerned as well as on environment. Qualitative analytical method based on secondary data has been used in it. It is needless to state that the growth of riverine tourism in Bangladesh can play an important role in sustainable development of rural societies. If a proper marketing plan is formulated for riverine tourism, it could bring lots of benefit to our country and can function as an important tool for sustainable human development including poverty alleviation, employment generation, and development of rural areas. In fine, we have to raise our voice to protect our rivers from erosion, contamination and grabbing and then we will be able to promote our country through river based tourist destination.

***Keywords*:** Riverine Tourism, River Cruise, Boat, River Rafting, Fishing, Bangladesh

Introduction

Positioned between India and Myanmar, with the entire south edged by the Bay of Bengal, this South Asian country, Bangladesh, is criss-crossed by hundreds of rivers, making it an interesting delta. The rivers have not only created the alluvial plains of Bangladesh, they have also played an important role while forming the economic, cultural and social life of her people. They

---

[1] Lecturer, Department of Accounting & Information Systems, Jagannath University, Dhaka, Bangladesh.
[2] Lecturer, Department of Marketing, University of Barisal, Bangladesh.
[3] Senior Lecturer, Department of Marketing, IBAIS University Bangladesh.

are the sources of joy as well as of misery to the people and the land. They have also played a significant role in the history of Bengal. Alexander the Great who marched up to North India and heard about the mighty waves of the Ganges dared not to cross into this part of the subcontinent. The Mughals who conquered the rest of India were only marginally successful in their expeditions into Bengal. The rivers were the greatest barriers that puzzled the advancing troops of the Mughals. Centuries later, in 1971, it was the rivers that gave the Bangalee freedom fighters an edge over the Pakistani soldiers.

The rivers of Bangladesh are fascinating places which constitute a significant tourism resource of cultural heritage and natural environment. In other South Asian countries, river based tourism is not vastly developed, so it is a unique opportunity for Bangladesh. Bangladesh being the largest riverine delta of the world still looks like a magical tapestry of green woven intricately by unspoiled nature and presents a largely unexplored riverine tourism market with almost 100% of its potential waiting to be explored. Rivers, *haors* [extensive marshes], biodiversity and natural beauty of the country could draw local and foreign tourists and help boost the country's tourism sector as well as the whole economy. Unfortunately, so far policy makers have paid little attention in the development of river tourism.

Literature Review

Bangladesh alone constitutes the largest deltaic formation of the world as three of the mighty rivers, the Ganges-Padma, the Brahmaputra-Jamuna and the Meghna, along with their tributaries flow through the landmass to reach the Bay of Bengal, making the area an ideal place for Riverine tourism. In spite of having tremendous prospects of riverine beauty, the concept of riverine tourism is still overlooked in Bangladesh. Very few papers have focussed on this issue in Bangladesh while quite a good number of studies have dealt with the similar issue from different perspectives from different other countries. Rivers are an important but surprisingly neglected aspect of the global tourism industry, and have apparently been of little interest to tourism scholars (Prideaux et al, 2009, p. 3). Especially in the South-Asian region river based tourism has not been developed yet. It is noted that river tourism comprises of tourism *beside* the river and tourism *on* the river (Cooper & Prideaux, 2009, p. 258). Tourism *beside* the river represents hotel, casino and restaurant on the banks of river for instance, whereas tourism *on* the river represents cruise, waterway transportation and some water based adventurer tourism like river rafting. However, vacations are primarily motivated by *going away* from mundane circumstances, while nature-based tourism is motivated by *going towards* something such as the activity itself (Vespestad, 2010). In this regard, riverine tourism can be a feasible way of enjoying

vacation as it provides nature and adventure simultaneously. A number of cities are built beside rivers where urban-river activities and lifestyles of local residents living next to the waterway are the interesting attractions to then visitors. In the countryside, rivers appeal to people because they retain much of their natural beauty and offer an opportunity for fishing, boating and other forms of recreation (Prideaux et al, 2009). Several existing direct relationships between tourism and rivers have been identified. First, rivers serve as a source of attractions and aesthetic appeal for tourists and a unique venue in which tourism might take place. Transportation corridor is the second role that river plays. Navigable rivers are a valuable means to any regions or countries for transportation of raw materials and manufactured products. Rivers are playing an additional role of transporting tourists on sightseeing cruises besides being a medium of trade and commerce. In rural and less developed regions, rivers have retained their natural characteristics, creating interest in rivers as eco-tourism and nature-based resources (Prideaux et al, 2009). In our neighboring country India, some works have been done with emphasis on the river Ganga. Banerjee et al (2011) aims at the exploration of tourism, which acts to promote local economy, socio-cultural changes and lifestyle of the people residing in and around the tourist locations in West Bengal. The study emphasizes renovating heritage coasts along the Ganges as well as developing a Marina with speed boats, village-sailing and cruise boats facilities. Mahapatra et al (2011) addresses the social and environmental impact of river rafting industry with special focus on river Ganges. Sati.V.P. examines the tourism practices and evaluates the possible enhancements towards a sustainable tourism in the Uttaranchal Himalaya. River cruise and river rafting are identified as the main source of entertainment and complacency in this Indian subcontinent. Ali et al (2010) has undertaken a study to observe effective and efficient utilization of strategic management of tourism sector to raise Gross Domestic Product through which macroeconomic stability over the time period of the country can be improved. Recommendation has been made to develop river based tourism centering around Sunderban forest, Rangamati, etc. Sonoda et al (2013) highlights the Express Boat service between Jinghong, China, PRC and Chiang Sean, Thailand, and finds out both inhibiting and facilitating factors in promoting river tourism in that region. It is worth mentioning that, the express boat service in an untamed and pristine environment en route might be the case since rivers exude beauty, serenity and adventure that draw visitor's attention (Prideaux et al, 2009). To conclude, without any doubt, rivers are fascinating places, because of the natural charm and usefulness for a vast array of human activities; though the charm has not been explored to the fullest.

Objectives of the Study

- To collect information on riverine tourism and to highlight different types of riverine tourism in Bangladesh.
- To identify the impact of riverine tourism in the overall development context of Bangladesh.
- To identify the challenges faced by riverine tourism industry of Bangladesh.
- To prescribe necessary suggestions for the improvements of riverine tourism sector in Bangladesh.

Methodology

In this article qualitative analysis has been conducted based on secondary data to understand the concept of riverine tourism and the various aspects that are involved in the successful development of riverine tourism in Bangladesh. The data have been collected mainly from the publications of Bangladesh Parjatan Corporation (BPC), Bangladesh Bank, Bangladesh Bureau of Statistics, Published reports, books, journal, daily newspaper and websites, etc.

Riverine Tourism and Bangladesh

Bangladesh, an interesting delta with as many as 700 rivers and tributaries travelling along the water-ways is an experience not to be missed. A total of 57 international rivers, 54 from India and 3 from Myanmar, also snake along the countryside. All of which constitute a waterway of around 24,140 km. This land of rivers could offer its scenic beauty which is parallel to none and the picturesque pristine countryside to attract visitors from both within the country and abroad. Along with golden and intoxicating land, Bangladesh has long and wide beautiful rivers and scenic lakes making an ideal location for long and languid river based tourism. The foreign tourists in particular are interested in exploring the people, local culture, nature and serene beauty of the rivers. They also show interests to hilly rivers and wetlands like *haor*. All the opportunities to get away from the hectic urban life, to relax and revitalise in the tranquility of nature are provided by the rivers of Bangla. No other means is as good for tourism as river way because it provides the most flexible, comfortable and pleasant travel and serves the tourism purpose most. Many countries have already been utilizing the riverine entity as an alternate source of livelihood and employment. Bangladesh is yet in its nascent stage; but surely it has a lot to offer. Especially the blending of lush green countryside and serpentine rivers flowing across the country can offer different types of riverine tourism. The importance of developing waterways for passenger ferries, river cruise, water sport and tourism related activities are generally given emphasis under the headline of Riverine

Tourism. Following types of Riverine Tourism can easily be promoted in Bangladesh:

River-Cruise

"River Cruise" is one of the most dynamic and fastest growing components of the leisure industry worldwide. The confluence of the White and Blue Nile rivers near Khartoum marks the beginning of major river cruise tourism and the cultural sites of antiquity traditionally associated with the river (River tourism, p.87). Bangladesh with its vast and beautiful coastline, virgin forests and undisturbed idyllic islands, rich historical and cultural heritage, can also emerge as an attractive destination for cruise tourists. However, despite the troubles, the intoxicating beauty of the rivers of our country is still very much alive and the winter presents the perfect opportunity to go for cruising in many rivers of our country.

Southern Bangladesh happens to be home to some of the most fascinating riverboats in the region, particularly the historic old paddlewheel service known as the Rocket. Built by the British in the dockyards of Calcutta, these four Mississippi-style paddlewheels have been plying the waters since the 1920s. With trips starting from *Sadarghat* of Dhaka, with stops in nearby islands, the Rocket Steamer cruise provides one of the best ways to experience the rivers of Bangladesh.

In order to satisfy thirst for thrills along with scenic beauty, cruise service into the heart of the Sundarbans should be taken. With all amenities provided, the cruise goes upstream to Herbaria Forest Station and also travels on the canals that snake around the home of the Royal Bengal Tigers. Along the journey, there will be stops at numerous points, including world heritage sites, century-old mosques and forest reserves.

There are also numerous cruises on the Shitalokkha River, the Buriganga and others. If one is interested in sight-seeing and learning the rich history of Bangladesh at the same time, opt for different service, which offers a Meghna Cruise with stops at the ruins of Panam City, Rupshi Jamdani Village and Islands. Shitalokkha river cruises travel upstream to the historic Murapara Palace, Sonargaon-Bengal's ancient capital, and the village of Demra Ghat.

The packages usually cover food, air-conditioned vehicle for transport to and from the boat, experienced guides and the most special attraction - folk music for on-board entertainment. Prices vary according to the number of people taking the cruise, destination, time period, package required, etc.

Traditional Boat

The beauty of riverine Bengal can best be experienced by travels by boat to enjoy the landscape, the biodiversity and the cultural historic features along the rivers. Pleasant boat journeys along the coast of the countryside offer excellent photographic opportunities.

Development of river based tourism can enable preserve the traditional boats in different regions of the country-Dingi, Sampan, Balam, Teddy, Jali, Ghasi, Dorakha, Kathami, Mallar, Panshi, Bedi, Kosha, Bhudi, Raptani, etc. In this regard, it may be mentioned that Tangua haor of Sylhet is the only water body recognized as a World Heritage Site in Bangladesh. Everyday particularly during June-September period hundreds of domestic tourists visit the haor to enjoy its scenic beauty. They usually use local trawler boat for the trip.

Historically, the boatmen of Bengal make the leisurely boat rides unique. Their slow, uncluttered and philosophical outlook on life has been the subject of rich Bengali folklore. Traditional boat song, Bhatiyali, a form of folk music sung by the boatmen while going down streams of the river adds a flavor of spirituality and rusticity to the boat tours.

Boat races, boat show, seasonal restaurant or some other amenities on a boat can be offered to strengthen the role of boat while promoting tourism. In this regard Bangladesh might follow the neighboring country India; where house-boat is used as an effective tool for prmoting tourism in Kerala or Kashmir. In India, houseboats are common on the backwaters of Kerala, and on the Dal Lake near Srinagar in Jammu and Kashmir. These huge, slow-moving barges used for leisure trips have proved to be a major tourist attraction across the globe. Especially modified boat to serve the purpose of 'home' on water body is quite common in Australia, Canada, the USA, Hong-Kong, Europe and some other parts of the world. In Germany the phenomenon of sharing the mode of travel between a boat and hiking or cycling is also taking place which is known as 'bootwandern'. This practice allows the passenger to stay on board during the night. On the Mississippi river in Iowa State of the USA riverboat gambling has been made legal considering its growing popularity and its proximity to serve as a means to monitor illegal activities. From our perspective some forms of entertainment could be introduced to make boat an effective tourist attraction.

River Rafting

Rafting or white water rafting is the recreational outdoor activity of using an inflatable raft to navigate a river or other bodies of water. This is often done on white water or different degrees of rough water, in order to thrill and excite the raft passengers. The development of this activity as a leisure sport has become popular since the mid-1970s (http://en.wikipedia.org/wiki/Rafting). With the intricate network of mountain stream flowing through a myriad of different colors of rocky gorges, forests, flowers and high mountain villages, the hills provide ideal locations for the perfect water adventure.

The Himalayas cradle numerous rivers with slopes which drain them round the year. This abundance of mountain rivers make these locations as white water destination. However, in this subcontinent Bhutan, Srilanka, Nepal and India support some river tourism mainly with white water rafting when conditions permit. In India rafting is commonly exercised on the River Ganges near Rishikesh and the Beas River in Himachal Pradesh (Mahapatra et al, 2011). Several other facilities, such as Beach camping, Jungle camping are offered along with river rafting. The hilly region of Bangladesh is crossed by fast flowing rivers like Karnaphuli, Sangu, where river rafting or some other type of adventurous ride could be introduced. Jaflong and Bandormon might be turned out as the ideal place for white water rafting.

Fishing

The Bengali and fish are inseparable. In every district of Bangladesh, there are numerous rivulets, ponds and streams where a variety of fishes are reared. This aspect of life can be well manipulated to attract the tourists. In this regards, Government may consider to adopt a number of measures. First it needs to identify a group of fishing villages for accelerated tourism development. The pivotal idea will be to construct rural fishermen's huts made of straw and bamboo alongside the water bodies so as to provide a rustic look to the tourists. Their unique folk songs and traditions should be showcased using the platform of the fishing village. For the diehard fishing and angling enthusiasts, leisurely boat rides on the water bodies may be encouraged and permission may be granted for fishing in the reserve waters, which will definitely come at price. The most common form of recreational fishing is done with a rod, reel, line, hooks and any one of a wide range of baits or lures such as artificial flies (http://en.wikipedia.org/wiki/Fishing). Fishing equipments may be rented out to the tourists in order to heighten their touristy experience.

The impact of riverine tourism

Like other areas of tourism, riverine tourism also has some impacts, each of which would be multi-layered:

-Economic Impact
-Environmental Impact
-Socio-cultural Impact

As in other areas the impacts would be both positive and negative. The constant objective should be to endeavor to see how the positive impacts may be maximized and the negative impact minimized.

The economic impact

Riverine tourism has a great potential to contribute to the overall economic activities of the country. It helps promotion of business and employment opportunities to the local people. Apart from this, many people are engaged as guides due to their familiarity and knowledge about the area. It also helps local residents with poor skills work as food servers, retail clerks, and hospitality workers.

It is well known that tourism development has a direct impact on revenue and employment with the economic benefits having a cascading effect flowing down to different levels of society. The sector created 13.29 lakh jobs directly in 2011 or 1.9 percent of the country's total employment. According to the report, it will generate 18.4 lakh jobs by 2022. (Akter, 2012)

Reports suggest that over the years the number of tourist arrivals in Bangladesh has shown an increasing trend. But Bangladesh has not been able to reap the full benefits of it up to the desired level. In the year 2009, approximately 2,67,000 tourists visited Bangladesh (Source- World Bank) and it earned 5762.24 million taka (Source-Bangladesh Parjatan Corporation) whereas in 2010, 3,03,000 tourists visited Bangladesh contributing 5562.70 million taka to the domestic economy. Moreover, approximately 5.28 lakh foreign tourists visit Bangladesh along with 50 lakh local tourists in 2012.

According to another report published by the World Travel and Tourism Council, in 2011, the travel and tourism sector accounted for Tk. 18,250 crore or 2.2 percent of Bangladesh's gross domestic product. The amount is expected to rise by 6.1 percent to Tk. 35,370 crore by 2022, according to the London-based institute.

However, it should be kept in mind that although riverine tourism is economically beneficial for Bangladesh, it is a two-edged sword which may damage many indigenous communities. The rural people have to depend on

the urban entrepreneur, so the benefit may not reach them. Most of the facilities such as river cruise, house boat, resorts, hotels and tour companies belong mainly to urban investors who take away most of the profit. Moreover, the employment of immediate locals is less and mostly for low paying positions due to lack of sufficient skill related with river rafting, houseboat and other riverine amusement facilities. In Bangladesh developing the riverine tourism industry would demand major capital investment in terms of cruise terminal and other related infrastructural development of riverine landscapes.

The environmental impact

Tourism is generally considered a "clean" industry, one that is based on hotels, restaurants, shops and attractions, instead of factories. Areas with high-value natural resources, like rivers, lakes, waterfalls, mountains, unique flora and fauna, and great scenic beauty attract tourists and new residents (in-migrants) who seek emotional and spiritual connections with nature. Because these people value nature, rivers are protected, and kept away from further ecological decline. However, riverine tourism can also degrade an environment. The major environmental issues which are associated with riverine tourism include-

- Increasing demands on natural resources from development activities, including tourism;
- The inward penetration of higher salinity levels;
- The spread of waterborne diseases due to extensive embankment of former spread-out bodies of water;
- Water and soil pollution because of throwing polythene, wrappers and various kinds of bottles into the river by the tourists;
- Decline in fisheries due to human intervention; and

The socio-cultural impact

As in all other tourism activity Riverine tourism too would have a striking socio-cultural impact on the local community. Influxes of tourists bring diverse values to the community and influence behaviors and family life. Safety and health facilities and staffing tend to increase. Riverine tourism can also improve the quality of life in riverine landscapes by increasing the number of attractions, recreational opportunities, and services. Tourism offers the residents opportunities to meet interesting people, make friendships, learn about the world, and expose themselves to new perspectives. Moreover, riverine tourism may create opportunity of working in own area which will reduce the proportion of migration along with urban poverty in Bangladesh.

Riverine tourism can appear to a community with a dark social and cultural side, too. Illegal activities tend to increase in the relaxed atmosphere

of tourist areas. It is easier to be anonymous where strangers are taken for granted; bustling tourist traffic can increase the presence of smugglers and buyers of smuggled products. As local ethnic culture alters to fit the needs of tourism, language and cultural practices may change.

Marketing of riverine tourism

The rivers of Bangladesh are both a cultural and natural resource for recreation and tourism. Clearly, promotion and advertising play a very significant role in establishing riverine tourism in the market place. The recent campaign conducted by the Ministry of Tourism, where Bangladesh as a destination was promoted under the brand of 'Beautiful Bangladesh', was a huge success. It won recognition in the form of more tourists (especially, international ones) coming to Bangladesh to seek out its diversity. A similar strategy needs to be worked out to create a brand for the riverine tourism industry in Bangladesh.

Moreover, brochures and other promotional materials carrying the aspects of riverine tourism could be distributed through all foreign missions in Bangladesh. Though Bangladesh missions abroad are not involved with tourism-related activities, inter-ministerial coordination between the Ministry of Civil Aviation and the Ministry of Foreign Affairs could pave the way for additional responsibility on the part of Bangladesh missions to do riveine marketing. In this regard, it may be noted that Bangladesh is the highest troop contributing country in the world. Thousands of Bangladeshis-both civilians and military-have been working in different United Nations Missions throughout the world. They can also play a very effective role to disseminate information about riverine tourism of Bangladesh to the respective countries. Participation in international tourism fairs, organizing events and exhibitions, publication of features and advertisements in trade journals would also enable the country to promote its riverine tourism products.

Challenges

River ways provide the most flexible, comfortable and pleasant travel and serve the tourism purpose best. But unfortunately this sector has failed to attract appropriate attentions from the relevant authorities of the government decade after decade. To promote and facilitate riverine tourism in Bangladesh following challenges are to be addressed and considered by the government and other concerned authorities:

River pollution

Most of the rivers of Bangladesh are polluted because of industrial waste disposal, contamination of toxic and pesticide in the agricultural land, and human waste. The water pollution also arises from untreated urban wastes and overuse of water supplies in the major river system that is ultimately a constraint for the expansion of river tourism.

Loss of navigability

Tourism prospects of the country's riverine beauty do not only remain untapped but also face a steady decline of the inland river ways losing navigability and past glory, thanks to lack of maintenance and desired services.

According to the river experts, tree felling, deforestation, drastic change in land use pattern, commercialization and above all environmental degradation have resulted in massive siltation in the age-old rivers with population explosion during post-independent Bangladesh.

Vegetation cover on the land has depleted remarkably to make way for housing, roads, commercial set-up and unplanned industrialization replacing forests. Massive erosion of soil along the river banks have resulted in raising the beds of the rivers. With reduction in depth, the river current got sluggish and increased the sediment deposition rate that ultimately results in loss of navigability in the river ways.

Moreover, the river ways channels have also lost navigability due to lack of regular capital dredging and maintenance dredging for a long period of time. The last time that a dredger was procured for BIWTA was in 1975. After nearly four decades, three dredgers were procured and inducted in 2011 into the existing fleet of seven, most of which are rundown.

Lack of safety and security

Safety and security of the tourists are major concerns to develop any kind of tourism in Bangladesh. People in general and tour operators lament the decline on lack of safe and tourist-friendly river vessels. Most of the river vessels run on private ownership along the waterways are either crowded or in poor condition or perceived as unsafe. Therefore, tourists do not rely on them.

Inadequate and poor passenger service by BIWTC

The paddle-run rocket steamer services of BIWTC had a bright business prospect but the regal legacy of the colonial period has experienced consistent decline over the past century. The foreign tourists in particular are

interested in paddle steamers because of its legacy, antique appeal and convenience. Paddle steamer is popularly believed to be safer than propeller vessels. But unfortunately, after nearly a century of plying the rivers of Bangladesh, the once majestic paddle steamers are now pale with worn-out engines and failing paddles.

Moreover, the passenger service now is neither regular nor dependable, as the rundown vessels may break down anytime halfway. The steamers are in poor condition with patchy maintenance and recurrent repair.

Inconvenient schedule of the river vessels

Though private operators have introduced some glitzy launches recently on Dhaka-Barisal route catering to day-to-day passenger services, they do not meet tourist purposes of delighting in captivating riverine beauty, as those ply during night time and do not cover an entire route covering Dhaka, Barisal, Morelganj, Mongla and Khulna in one go.

Lack of marketing activities

The lack of development of the river tourism industry in Bangladesh can be attributed to lack of publicity and marketing activities. We lag behind in projecting our riverine landscapes to international tourists through advertisements in international print and electronic media, as our neighboring countries do.

Suggestions

It is indispensable to take care of every sector of the developing country like Bangladesh. Riverine tourism is of no exception from it. The concerned authority should take required steps to identify the problems and isolate the shortcomings first and chalk out necessary measures to harness the potential of this sector.

- To attract tourists the concerned authorities should take up some measures like dredging the rivers, maintaining water flow through agreement with neighboring countries, and increasing river cruise facilities.
- Tourists can also be attracted by establishing resorts nearby river banks, discovering char, fishing facility, water biking, and setting up floating hotels and restaurants.
- Safety and security of the tourists should be given the utmost priority. Forming only tourist police cannot solve the problem. Proper orientation should be given to police so that they can behave properly with tourists.

- The rivers of our country represent Bangladesh, its culture, tradition as well as the geographical nature. To make these rivers suitable and attractive enough we have to encompass some activities like- River protection policy.

- Farakka dam and Tipaimukh dam are two devastating projects for rivers of Bangladesh imposed by India. Our political leaders should take initiatives to get the proper portion of water; otherwise it will be the misfortune for our nation.

- Trained Human resource will be needed to preserve and operate water based tourism services.

- To attract more tourists the positioning and promotion efforts would have to be supported through a proactive media plan which would cover both domestic as well international markets. The Media Plan will cover audio-visual presentations and films, out-door advertising, organizing events & exhibitions, preparing attractive brochures, leaflets, posters, hand-outs, TV inserts, etc. The department of tourism would need to identify the media requirements and provide for a suitable yearly budget for this activity.

- It would also be useful to consider appointing a specialized marketing and brand promotion agency for riverine tourism to draw up the marketing strategies, the media plan, the brand promotion approach, etc. in a phased manner. This agency would also take care of advertising and promotion, events and festivals, all audiovisual and publicity material, advising the state in participating in useful international festivals and forums, etc.

- Marine museum can be established in the river cruises showcasing the culture and history of Bangladesh.

- Another important issue is to maintain political stability in Bangladesh to attract tourist. A large number of local and foreign tourists did not visit Bangladeshi tourist places due to recent political instability.

- Bangladesh also needs to change its visa policy. It may go for visa waivers for the top tourist generating countries and introduce visa on arrival systems for tourist groups.

- Committed efforts are needed from both public and private sectors especially Public Private Partnership (PPP) initiated program for full development and utilization of the potentials of the riverine tourism industry.

Conclusion

Forty years have elapsed since the start of Bangladesh's tourism industry, yet we see it in a budding position in comparison to our neighboring countries, such as India, Sri Lanka, Maldives and Nepal who attract substantial number of tourists every year and thus generates huge amount of foreign currencies. Despite having all the potential to flourish, riverine tourism in this country has been growing at a very slow pace. Bangladesh has lots of rivers around it. The features of rivers greatly differ from one to another. Compared to other countries we can say that we have beautiful scenery in the bank of the river. It is one of our strong competitive advantages. In other South Asian countries river based tourism is not vastly developed, so it is a unique opportunity for Bangladesh. If a proper marketing plan is done for riverine tourism, it could bring lots of benefit to our country and can be an important mechanism for sustainable human development including poverty alleviation, employment generation, development of rural areas and progression of women and other disadvantaged groups in the country. And finally, we have to raise our voice to protect our rivers from erosion, contamination and grabbing and then we will be able to promote our country through river based tourist destination.

References

Ali, T. (2013, March 20). River ways and tourism. *The Daily Star*.

Amnuay-ngerntra, S., & Sonoda, H. (2013). Developing river tourism on the Upper Mekong: Challenges and opportunities. *European Journal of Business and Social Sciences, 1*(10), 36-51. http://www.ejbss.com/recent.aspx

Banerjee, A., Ray, N., & Ghosh, S. (2011). Issues and challenges of tourism development in West Bengal, India. *International Conference on Management (ICM 2011) Proceeding*.

Chakraborty, S. (n.d.). A Futuristic Perspective on West Bengal's Tourism Industry. In C.T. Ping & S. Ng, *Tourism in the Rivers* (pp. 1-15).

Cooper, M. (1996). River tourism in the South Asian Subcontinent. *River Tourism*. Forest Stewardship Council. pp.23-40. ISBN-13: 978 1 84593 468 2. www.fsc.org.

Cooper, M., & Prideaux, B. (2009). Conclusions and challenges. *River Tourism*. pp.257-264.

Cruise tourism: Potential and strategy study. (2005). Ministry of Tourism, Government of India.

http://en.wikipedia.org/wiki/Rafting.

http://en.wikipedia.org/wiki/Fishing.

Mahapatra, P., Vasistha, H. B., & Pandey, R. (2011). Socio environ impact of river rafting industry on Ganges in Uttarakhand, India. *International Journal of Environmental Sciences*, *1*(5), 757-771.

Sati, V. P. Tourism practices and approaches for its development in the Uttaranchal Himalaya, India.

Sumon, M.U. (2013, December 24). Tracking river ways of Bangladesh. *The Daily Sun*, http://www.daily-sun.com/details_yes_24-12-2013_Tracking-river-ways-of-Bangladesh.

Vespestad, M. K. (2010). Tour operators' insight into the Russian mature-based experience market.

Bangladesh Marching Ahead: Development and Prosperity from 2009 to 2014

Malaya Tashbeen Barnamala[1]

Abstract

42 years have elapsed since the liberation of our dear motherland Bangladesh. The emergence of Bangladesh in 1971, under the leadership of the Father of the Nation and the greatest Bangalee of all time, Bangabandhu Sheikh Mujibur Rahman, is a uniquely unforgettable phenomenon of recent history. The independence achieved through the sacrifice of three million Bangalee lives is one of the greatest achievements of the Bangalee Nation. Bangladesh Awami League did not only provide leadership to the Liberation War, giving birth to an independent Bangladesh, but also envisioned all major achievable goals for the nation including self-identity, state language, independence, democracy, development and prosperity of the Bangalee Nation.

Introduction

Bangladesh is one of the developing countries in the world. Before 2009 every year Bangladesh earned ill reputation as a highly corrupt country. It has been possible to shake off much of that stigma in last five years. It is now widely accepted that Bangladesh has made significant stride in socio-economic progress and human development. One of the principal economic aims of the current government has been to implement Vision 2021 (which envisages turning Bangladesh into a middle income nation by the year 2021) and Vision 2041 (turning Bangladesh into a developed country by the year 2041).

Indices	2005-06	2012-13

[1]**Senior Lecturer, Department of Business Administration, Prime University, Dhaka, Bangladesh.**

Economic Growth	6.7 per cent	6.2 per cent
Per Capita Income	USD 625 (2008)	USD 1,044
National Savings Ratio	27.7 per cent	29.5 per cent
Investment Ratio	24.7 per cent	26.8 per cent
Size of National Budget	BDT 59,030 million	BDT 1,74,214 million
Foreign Aid: New Commitment	USD 1,787 million	USD 5,935 million
Foreign Aid: Disbursement	USD 1,567 million	USD 2,772 million
Remittance from Abroad	USD 13 billion	USD 48 billion
Foreign Exchange Reserve	USD 3.88 billion	USD 18 billion
Export Earnings	USD 10.05 billion	USD 27.1 billion
Import Bill	USD 14.7 billion	USD 34.1 million
Food Production	278 million tons	375 million tons
People under Poverty Line	41.51 per cent	26.20 per cent
People in Extreme Poverty	25.1 per cent	11.9 per cent
Electricity Generation Capacity	3,782 Megawatt	10,000 Megawatt
Minimum Wages	BDT 1,662	BDT 5,300

If the trend of the success and development achieved is continued as reflected in the comparative picture given in Table, Bangladesh is sure to become a middle-income country by 2021. It is a record that this bright macro-economic scenario has been recognized all over the world with much commendation. During our regime of five years the volume of the national budget of Bangladesh has grown by 3.7 times in 2013-14 compared with 2006 owing to robust growth in national income and significant rise in domestic savings. Foreign remittance has grown by 3.6 times while foreign exchange reserve hit a historic record growing by 4 times in the meantime. During our regime, export earnings have grown 2.5 times while the generation of electricity crossed the threshold of 10,000 megawatts recording a growth of 3 times.

Bangladesh is Marching Ahead

163
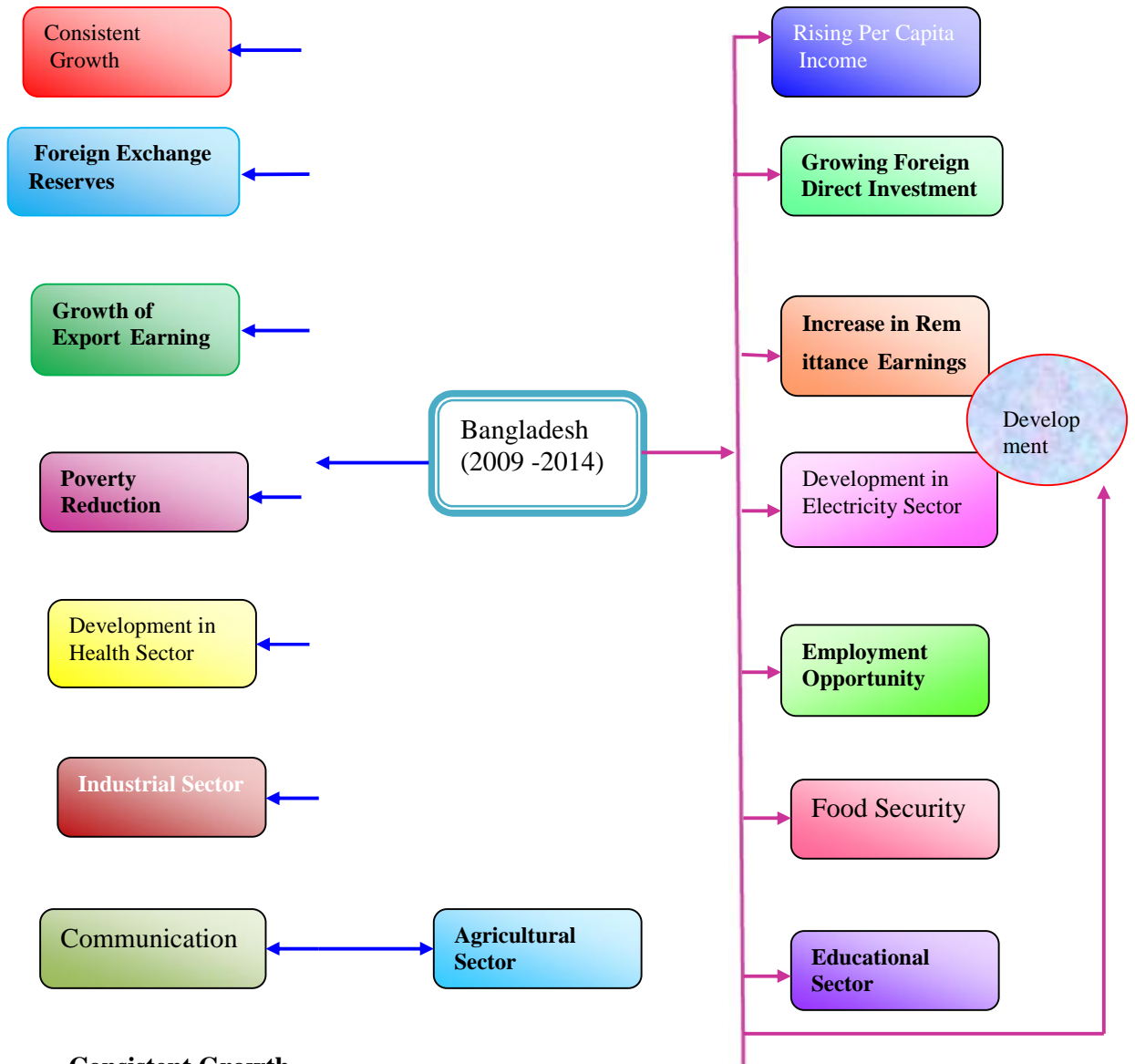
Consistent Growth

In 2009 the growth of Gross Domestic Product (GDP) was 5.74%. Since then for the last year the country has seen growth of 6.2% on an average. The amount of GDP itself has also increased from $89.36 billion to $129.86 billion.

Figure: Growth of GDP

Source: Bangladesh Bureau of Statistics

Change in Agricultural Sector

Great changes have been visible in the rural economy as a result of different measures like reduction of prices of fertilizers, introduction of distributing agricultural implements through card, and granting of agricultural loan to landless farmers without security. Discovery of jute genome, and those of more than five hundred fungi, innovation of nutrition-rich rice (Vitamin A) seeds, innovation of high yielding varieties of rice resistant to salinity, draught and water-logging and similar other hybrid varieties of agricultural commodities have brought about a significant change in agriculture of Bangladesh.

Rising Per Capita Income

The real income and purchasing power have been increased due to introducing new pay scales for government employees, income generating activities, increase in minimum wages, and other interventions.

Per Capita Income in Dollar

1190   923

1044

☐ 2005/2006
☐ 2012/13
☐ 2013/14
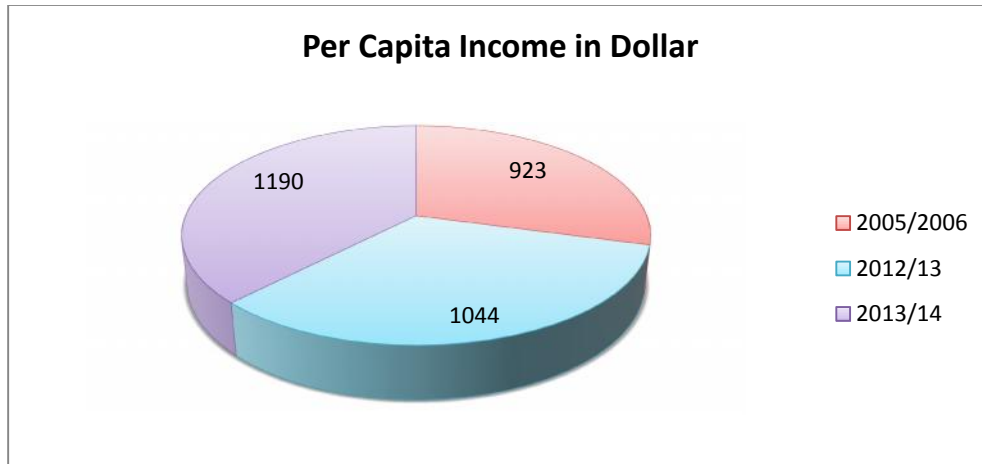
Figure: Per Capita Income
Source: Bangladesh Bureau of Statistics

Foreign Exchange Reserves

The foreign exchange reserve of Bangladesh has increased due to higher export and continuous flow of inward remittances. This is one of the indicators showing how strongly the economy of the country is growing on.

$15.3 Billion

$21.5 Billion

$22 Billion

2012   2013   2014
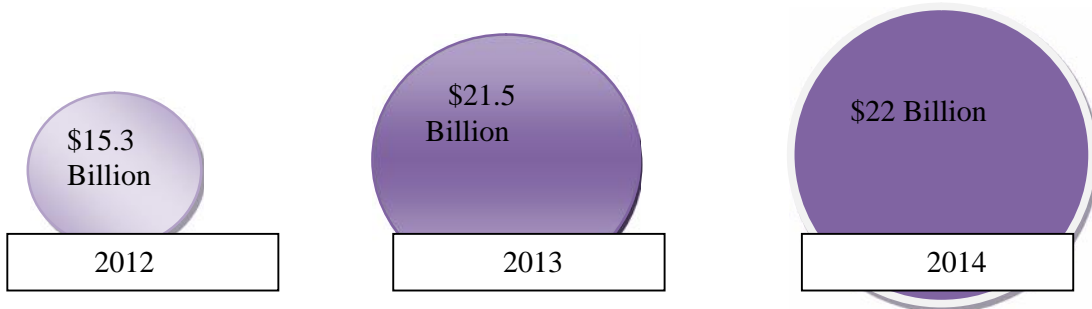
Figure: Foreign Exchange

Source: The Central Bank of Bangladesh

Growing Foreign Direct Investment (FDI)

Bangladesh is the second favored investment destination after India in South   Asia.   According   to United Nations Conference on Trade and Development, inflow   of   foreign direct investment in Bangladesh has increased by 4% in 2013-14 fiscal year compared to previous year.
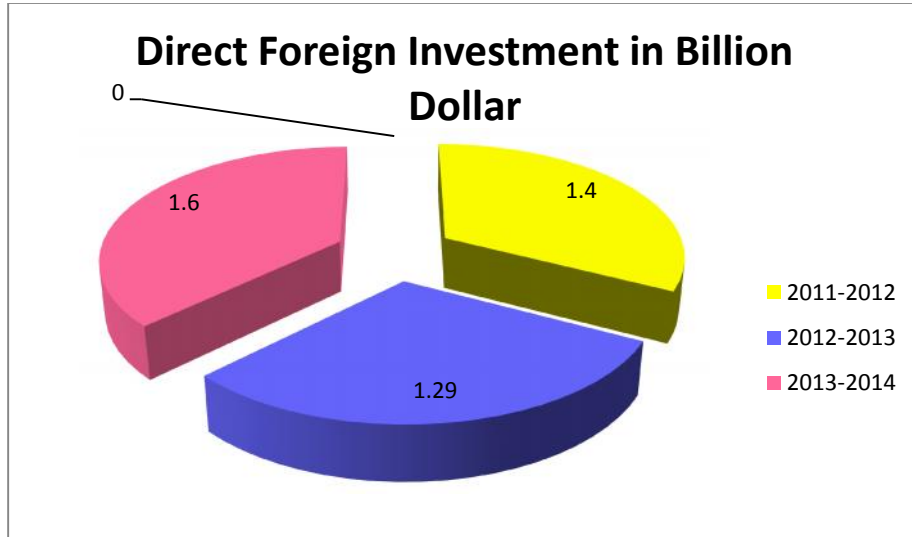
Figure: Direct Foreign Investment in Bangladesh

Source: United Nations Conference on Trade and Development

Growth of Export Earning:

In 2013-14 fiscal year the export earning in Bangladesh crossed $30 billion and it is for the first time after independence.
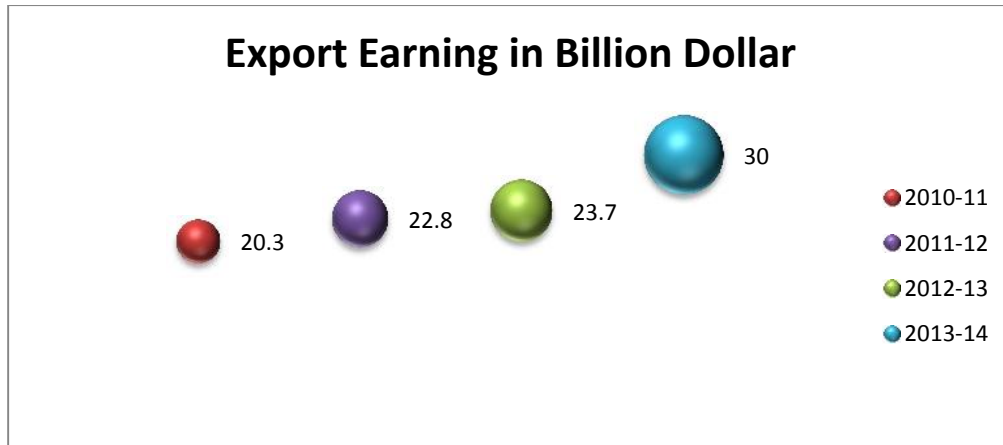

Figure: Export Earning
Source: Export Promotion Bureau

Steady Increase in Remittance Earnings

In the list of the countries that are receiving highest remittance income from the migrants working abroad, the position of Bangladesh is seventh.

$14 billion in 2012-13

$12.8 billion in 2011-12

$11.6 billion in 2010-11

$10.9 billion in 2009-10
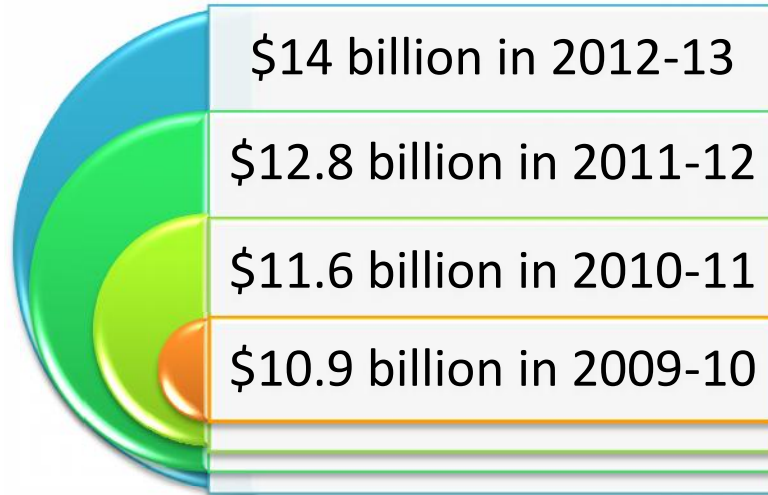
Figure: Remittance Earnings
Source: Bangladesh Bureau of Manpower

Development in Industrial Sector

During last five years, about 6,000 industrial projects from home and abroad have been registered in Bangladesh. Two jute mills in Khulna and Serajganj have been re-opened. A number of specialized industrial zones are being set up across different regions with the aim of achieving geographically balanced industrial development. More than 1 lakh small and medium sized industries have been set up.

More than 1 lakh small and medium sized industries have been set up.

About 6,000 industrial projects have been registered

Jute industry has got its life back

geographically balanced industrial development
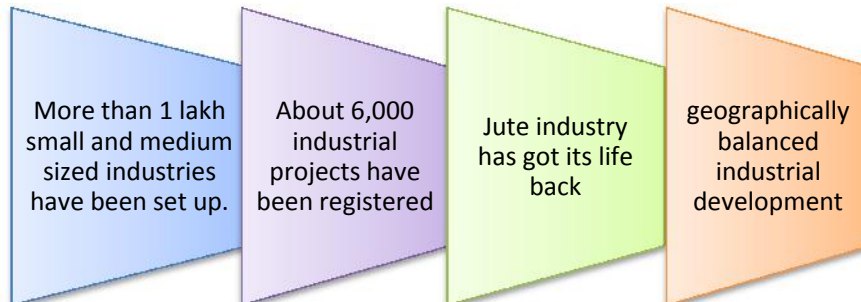
Source: **Ministry of Trade, Industry, Investment & Communications, Bangladesh**

Achievement in Electricity

Spectacular success has been achieved in the electricity and power generation sectors. The long enduring electricity crisis has been solved. In 2013, electricity generation crossed the daily threshold of 10,000 megawatts, which was far above the target of 700 megawatts per day. Currently about 60 per cent of the people of the country have access to electricity.

Gain in electricity sector	Production has become double
	60% people are using electricity
	Deficit is only 300-500 megawatt
	Production rate is 94.30%
	Construction of 2,000 megawatt nuclear power plant at Rooppur has been initiated with Russian assistance
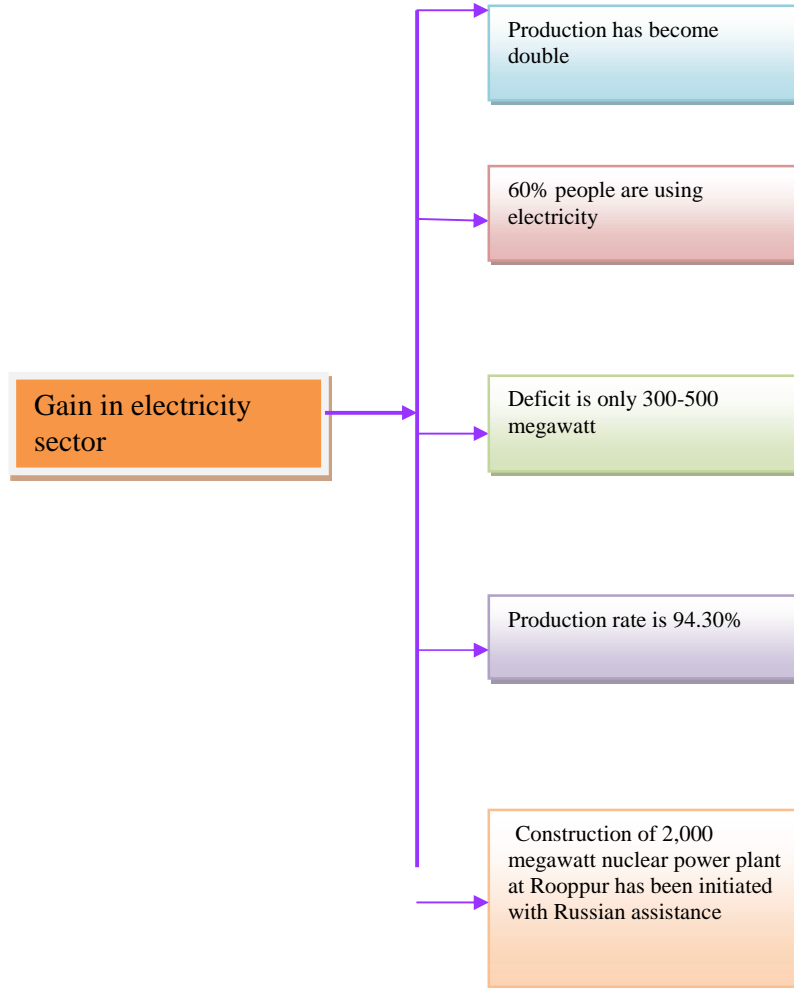
Source: Bangladesh Energy Regulatory Commission

Poverty Reduction

The unparalleled success in eradicating poverty has earned international recognition. 50 million people who lived below the poverty line have touched the middle-income bracket. Disparity in income distribution has also been narrowed down to a large extent.
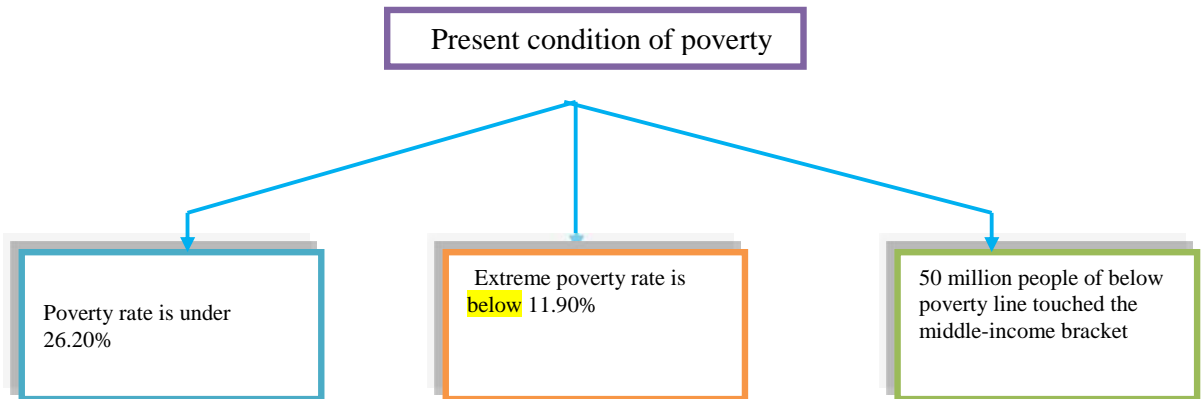
**Source**: *The Prothom Alo*

Employment Opportunity

About 10 million new jobs have been created in the private and public sectors in last 5 years. This includes 6.9 million jobs in the formal domestic sectors and 2.5 million jobs in different foreign countries. A number of projects aiming at self-employment for the unemployed youth by means of training and loan are on-going.
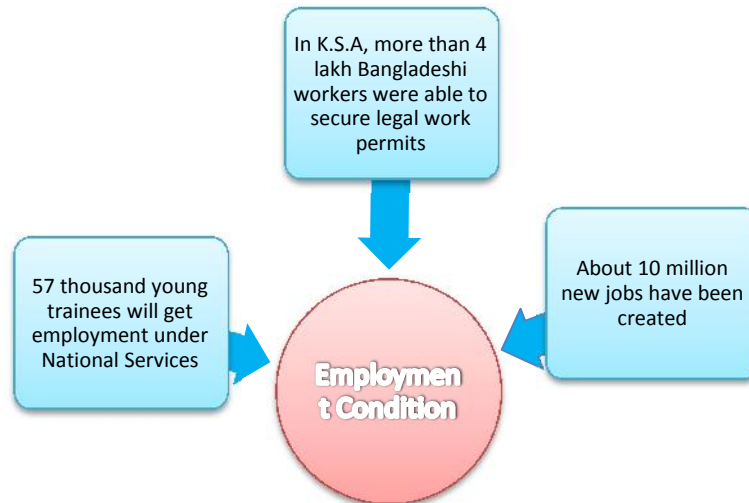
Source: *The Daily Star*

**Development in Health Sector**

Bangladesh is moving forward in the eradication and prevention of infectious diseases. The scope for creating and providing health-care through telemedicine and internet connection to Union and Upazilla levels from specialized and medical college hospitals have been explored. Medicine is provided free from Government hospitals, community clinics and health centers. Bangladesh has been awarded the South-Asian Award in the health sector, particularly for development in child health.
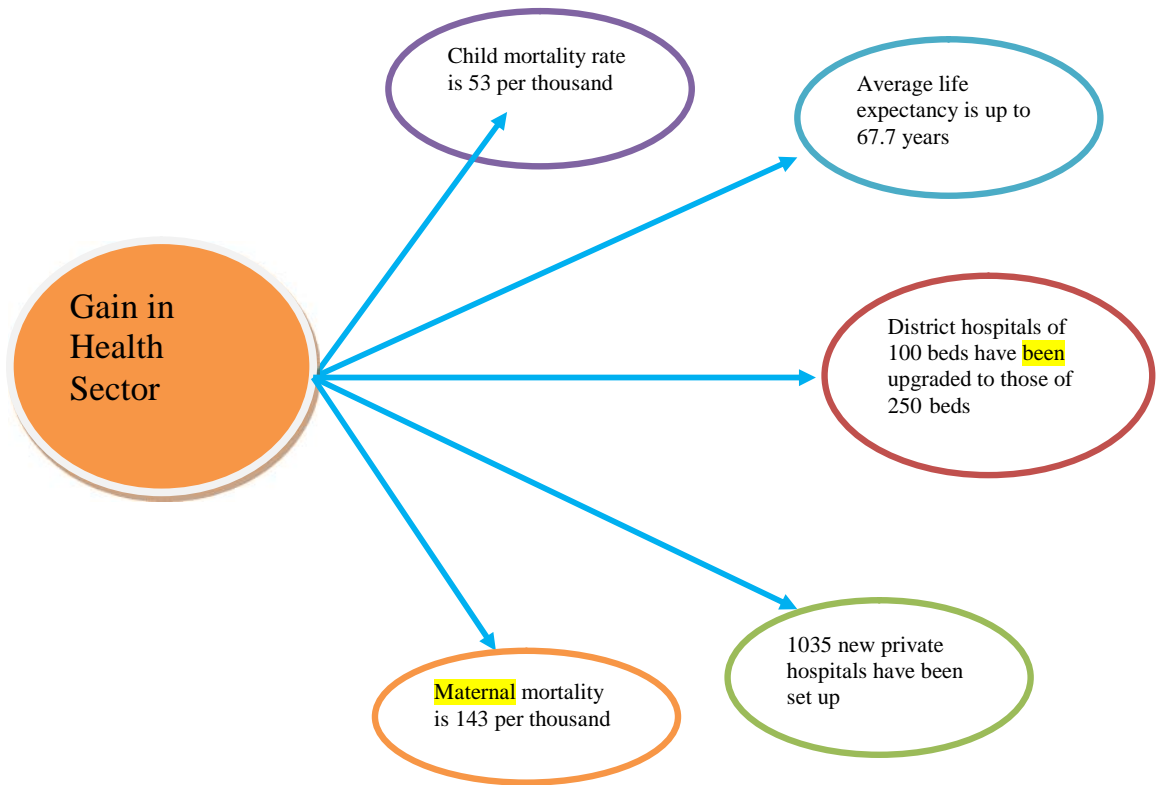
Source: Ministry of Health and Family Planning, Bangladesh

Educational Sector

An Education Policy has been formulated which is being implemented. Admission of 100 per cent of children at primary level has been ensured. Distribution of text books to the students of secondary as well as primary levels has been introduced. Programmes are being implemented to provide multimedia and internet connection to all educational institutions. The rate of drop-out has been decreased.
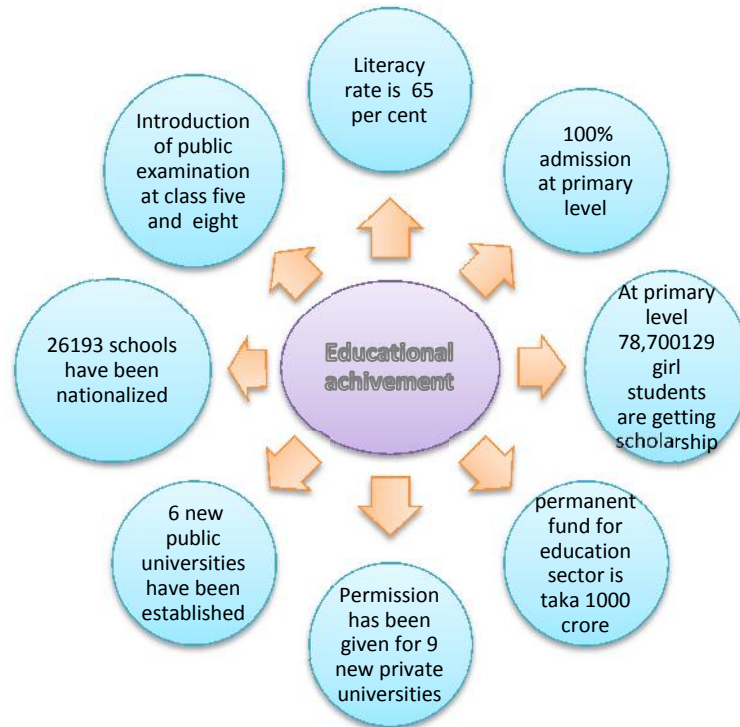
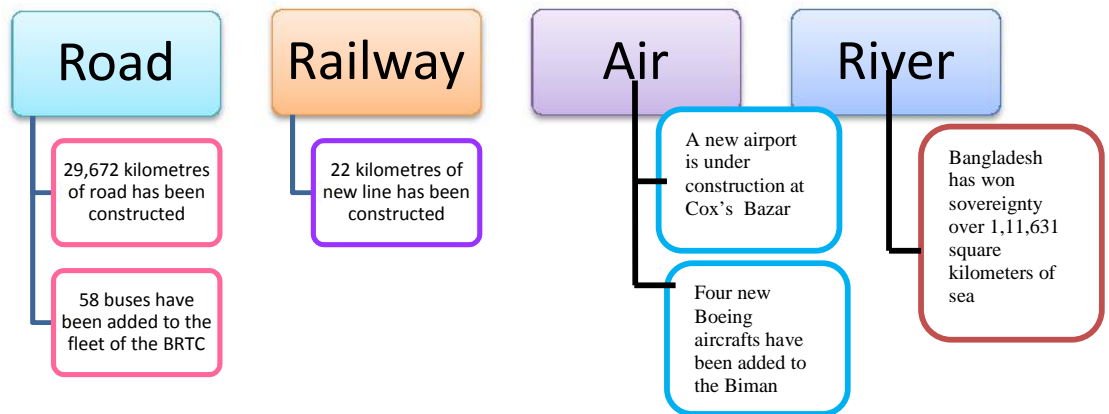*Source*: Ministry of Education, Bangladesh

Food Security

Food security has been ensured for the people. Due to the attainment of food self-sufficiency, food no longer needs to be imported. No *monga* [famine] occurred and nobody died from hunger. Capacity for emergency storage of food has been enhanced from 14 lakh to 19 lakh tons.

Source: Ministry of Agriculture, Bangladesh

Communication System

The communication system of Bangladesh can be divided into four categories: road, rail, river and air. A huge program of expansion of road, rail, air and river routes with a view to modernizing the transport system is being implemented.

Source: Ministry of Road Transport and Bridges, Bangladesh
Conclusion

The people of Bangladesh want peace, not conflict. They do not want to go back to any unconstitutional regime or to autocracy. They want to keep the radiant march of democracy on-going. The people want sustainable development and a safe, vibrant, happy, beautiful and prosperous Bangladesh for the new generation. In order to implement the aspirations of the 160 million people of Bangladesh we all have to work together to build the golden Bangla dreamt of by the Father of the Nation Bangabandhu Sheikh Mujibur Rahman.

References

1. Report of Bangladesh Bureau of Statistics.
2. Report of The Central Bank of Bangladesh.
3. Report of The United Nations Conference on Trade and Development.
4. Annual Economic Report of Bangladesh.
5. Report of Development Studies, Bangladesh.
6. www.bup.edu.bp
7. http://www.dhakachamber.com
8. http://www.thedailystar.net
9. http://eprothomalo.com

10. Report of Export Promotion Bureau.
11. Report of Bangladesh Bureau of Manpower.

Impact of Advertising and Sale Promotion on Brand Equity of Telecommunication Companies in Bangladesh

Tarafder Md. Mehedi Al- Masud[1]

Abstract

Nowadays building a strong and powerful brand is one of the priorities for any organization because it follows a lot of benefits. The strong brand gives the possibility to company for setting itself in the market, avoiding the company expose to danger by competitive actions and having important role in cooperating and supporting the brand expansion chances. In measuring and evaluating the brand equity, active marketing researchers firstly review the concept of brand equity which indicates the significant value of brand for producer, retailer and consumer. Brand equity derives from the consumer's perception from that brand and this perception is changed by some factors. Brand equity couldn't be realized and understood without considering its resources i.e. factors which are effective in the creation and formation of the brand equity in consumer's memory. In this research I have tried to present a functional and clear definition of brand equity and its dimensions. Generally, in this paper I have dealt with the impact of effective factors such as advertising and sale promotion in order to know how these marketing tools affect on the brand equity of telecommunication companies in Bangladesh. Finally, the widespread use of advertising and reduction of sale promotion are suggested for brand equity of telecommunication companies in Bangladesh. This paper has also presented some suggestions for future researches.

Keywords: Advertising, Sale Promotion, Brand Equity and Brand

Introduction

In consumer marketing, brands mostly are the starting points of competitive suggestions, so that they can be crucial for success of organizations. Hence, it is important to manage brands by strategic approach (Wood, 2000). The brand is the main property of the company (Aaker, 1996). Brand equity shows difference in price in which a strong brand is attracted in its sale in comparison with a medium brand (Aaker, 1996). Moreover, brand equity, by supporting customer's value, indirectly increases the value of the company. Brand equity and customer's value through increasing: "effectiveness and efficiency of marketing plans, brand loyalty, price and

---

[1] **Lecturer, School of Business Studies, Southeast University, Dhaka, Bangladesh.**

profit margin, brand development, business leverage and competitive advantage" give value to company (Aaker, 1996). From behavioral point of view, brand equity is very important in making distinction points which is resulted in competitive advantage in non-price competition (Aaker, 1991). An important conceptual wisdom about brand equity is suggested a property which is expected it to increase customers' value and their intention for buying and enhance market performance (Balduaf et al, 2003). In this paper, I will try to review subjective literature pertaining to research topic, documentary by using theoretic comparison in some experimental research and finally present a theoretic invention which is derived from mentioned researches. At the end, after describing results or findings and mentioned cases that have aggregated discussion, conclusion and functional suggestions which are concerned with persisting simulated researches will be presented.

Many big companies such as *Grameenphone*, *Banglalink*, *Airtel*, *Robi*, *Citycell* and *Teletalk*, etc. and small ones such as *RanksTel*, *Onetel* and *T&T*, etc. are operating in this hyper competitive market of Bangladesh. They are continuously fighting with each other through offering different lucrative packages and sales promotional schemes.

Moreover, most of them are also striving to create brand equity over its competitors and survive in this competitive market. Despite tremendous tendency to brand equity, few conceptual developments and experimental researches are implemented to find out which of the marketing activities create brand equity (Barwise, 1993). Until now, identifying brand equity is mainly emphasized and its resources and development are ignored. Shocker et al believed that we must pay more attention to develop a systematic sight of products and brands in order to specify how intangible assets which are resulted from manager's pricing, promotion, services and distribution decisions, contribute with self-product to form brand equity and affect on buyer decision-making.

In response to this claim, this paper has studied relations between sale and advertising promotions and brand equity. This research is intending to find out how these marketing actions increase or decrease brand equity. There are a lot of brand equity models which are used from consumer researches for measuring relative performance of the brand equity. These models do not determine a financial value for brands, but they review consumer's behaviors and perspectives that is too much effective on the economic performance of the brand. These models often consist of a large number of conceptual criteria such as: brand awareness, brand association, brand image, brand knowledge, brand loyalty, brand identity, etc. Aaker's brand equity model is fitted in this category. Therefore, the output of this model is not only a financial value, but also an information that are helpful managers in strategic management of the brand. Moreover, this model is fitted in the customer-based approach which is considered to be customer's heart and opinion as the source of the brand equity. Aaker's Brand Evaluation Model is a powerful conceptual tool for managers to understand the brand equity maker resources and identify the real origin of this value. This awareness and cognition help managers select more appropriate

goals and strategies for their brand and allocate their available sources in agreement with these goals and strategies efficiently.

Problem Expression and the Importance of the Subject

The Conceptual Framework of the Research

The conceptual framework of this research includes independent parameters (advertising and sale promotion) and dependent parameters (brand equity and its dimensions).

Advertising

Advertising is a paid form of non-personal presentation and promotion of ideas, goods and services and it requires price (Kotler, 2003). Among the components of marketing integrated communication model, advertising has more identified position than the other marketing components, because consumers are informed about new products through advertising (Ryans and Ratz, 1987). In addition, advertising has minimized barriers between consumers and organization (Blech, 2001; Lopez et al, 2002).

Sale Promotions

Sale promotion consists of a set of various and different and often short period motive tools which are used for consumer's or buyer's provocation to buy more and faster (Gupta, 1988; Boddewyn, 1989; Neslin, 2002). Promotion tools consist of coupon, rewards, free samples, discounts, advertising goods, etc.

Brand Equity

There are a lot of definitions for brand equity, but we point some significant definition which is derived from several articles:

A. Brand equity is a set of assets and commitments linked to a brand's name and symbol that adds to (or subtracts from) the value provided by a product or service to a farm and/or that farm's customers (Aaker, 1991; Aaker, 1996).

B. Brand equity is the differential effect of brand recognition on consumer response to the marketing of that brand (Keller, 1993).

C. Brand equity is a power that a brand may have achieved it in a market because of its name, sign and logo (Farquhar, 1989).

The Dimensions of the Brand Equity according to Aaker's Theory

1. Brand Loyalty

Loyalty is an important concept in marketing strategy and as Aaker said the brand loyalty is the center core of brand equity. Loyalty caused costumers spend less time for seeking information. In 1992, Solomon showed that loyalty-based buying decisions might turn into a habit and this may be resulted from current brand equity. The loyal customers would have benefit for an organization in the reducing costs and implementing its works (Rundle and Bennet, 2001). Moreover, loyalty can get a chance to company to react against threats such as competition because as consumers

become loyal to a brand they become less sensitive to a price increase because of the product's ability to satisfy their needs (Graham et al, 1994).

2. Brand Awareness

Brand awareness is recalled brand memorization power in customer's mind. There are four types of brand awareness: A) High mental awareness, B) Brand reminding, C) Brand recognition, D) Unawareness (Bumm and Gon Kim, 2005). The role of brand awareness depends on the level of awareness achieved. In the higher awareness level, buying the possibility of considering brand and the effect of awareness on buying decision are increased (Rundle and Bennet, 2001).

3. Perceived Quality

Perceived quality is the customer's judgment about a product's overall quality or superiority of one goods or service in comparison with customer's tendency to its substitutions (Simon and Sullivan, 1993). For understanding perceived quality, recognizing and measuring main dimensions will be useful. But perceived quality is a world structure and a summary. The brand is linked with customer's perceived quality; a perception which only shows overall quality and is not necessarily in concern with its trivial characteristics. High quality could be a base for developing the domain of brand (Farquhar et al, 1991).

4. A Set of Brand Dependents

Dependents are made on a basis for loyalty and buying decision. Dependents could be made value by the ways below: process/information recovering and distinction are the reasons for buying brand and making positive feeling and vision. Also, they are basis for developing brand's domain (Hosseini and Rahimi, 2007).

5. Other Brand's Private Property

First three groups of brand equity are indicated as customer's perceptions and reactions. The forth is the customer's base. The last group indicates the other brand's private properties such as franchises and registration rights, trademarks, channel relationships, etc. If brand's properties are prevented from competitors' entry for weakening costumer's loyalty, they have the most valuation (Farquhar et al, 1991).

Background of the Research

Rahil Shams (2004) reviewed the relationship among selected marketing mix components and brand equity of mobiles in young age group of Tehran city. In conceptual framework which is proposed in this study, first marketing components are linked to various dimensions, and then these dimensions are linked to brand equity. The results indicated positive effects of brand equity dimensions on brand equity and strong effects of marketing mix components on these dimensions.

Somayyeh Lagazian (2006) dealt with the consumer subject and the state of brand equity's evaluation (a study of hotel management industry). This research is dealt with the review of the evaluation of brand equity (perception of quality, mental image, and brand awareness) by the consumer's cognitions in hotel management industry of Mashhad city. The main issue of this research is that what factors are

affected consumer's cognitions in order to show a brand in prominent form in his/her mind by this effect.

Seyfali Zarbi (2007) dealt with the evaluation of selected marketing mix components' effect on brand equity. The data analyses results by using of structural equation model support the hypothesis of the research in the case of direct effects of parameters on each other. Results indicate the positive effect of brand equity dimensions on brand equity and strong effect of selected marketing mix components on these dimensions.

Kim and Hyun (2010) presented a model for evaluating the effects of marketing mix's efforts and also for company image on brand equity in the software section of information technology. The results indicated that all the efforts of marketing mix affected on overall value of the brand equity which each of them is a representative of market operation through three dimensions of the brand equity. The mental images of the company smooth the effects of marketing mix on three dimensions of brand equity.

Chattopadhyay, Dutta and Sivani (2010) reviewed the medium mix which is affected on brand equity (the study of wagon-making in India). In this research the effect of medium mix component on brand equity dimension is examined. At a first time, buyers expected have lower level of knowledge than repetitive buyer, thus a different behavior from repetitive buyer is expected, while structural knowledge of these two groups is expected differently. It is reasonable to expect that they differently would like to have information in concern with product process/brand equity and this is confirmed by results.

Rajh (2005) studied the effect of marketing mix components on brand equity. The results indicated that the structural model has an acceptable level in proportion with experimental data. Structural coefficient and estimated indirect effect coefficient specified the direction and the power of each of the analyzed marketing mix component.

Hua (2005) studied the effect of marketing mix on brand equity. This study is done in three classification, razor, soap and orange juice in Australia market to show brand equity's criteria and also to examine the proposed effects. Advertising in some media is found with positive effect on brand equity and TV advertising has more effect on providing brand equity in comparison with publishing advertising. The effect of promotion on brand equity was complicated and only large promotion with negative effect on brand equity is found.

Villarejo-Ramos and Sanchez-Franco (2005) reviewed the effect of marketing communication and sale promotion on brand equity. Results indicate positive effect of marketing communication on brand equity and present strong protection from the criterion of perceived quality, brand loyalty, brand awareness and brand image as a preface of brand equity.

Yoo, Donthu and Lee (2000), evaluated selected marketing mix and brand equity. Results indicate that a lot of promotions such as price discount are in concern

with brand equity, while high spend advertising cost, high price, good mental image and high distribution power are in concern with high brand equity.

Conceptual Model of Research

Conceptual model is starting point and basis for implementing studies and researches so that it is specified desired parameters of the research and their relationship (Edwards et al, 2000).

Diagram 1: The relationship between advertising and sale promotions with brand equity dimensions and brand equity
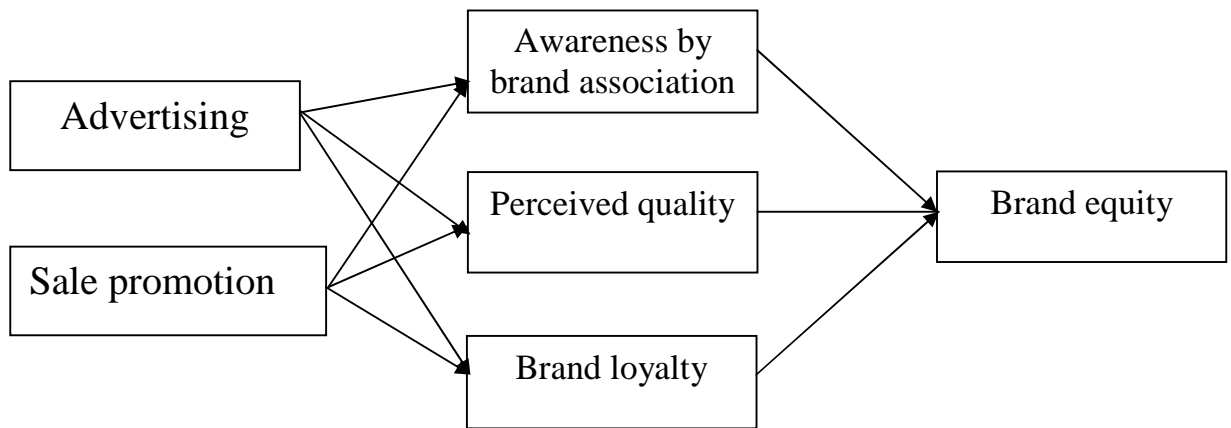
According to related topical literature and regarding to similar implemented researches, following model is proposed. Due to the spread of subject, the fifth dimension is ignored and awareness and association (dependents) will be reviewed in another dimension.

The relationship between advertising and the dimensions of the brand equity Advertising

Researchers surely found that advertising is a successful factor to provide brand equity, particularly where the sale promotion is failed (Boulding, Lee and Staelin, 1994; Chay and Tellis, 1991; Johnson, 1984; Lindsay, 1989; Maxwell, 1989). Simon and Sullivan (1993) identified the positive effect of advertising. Cobb-Walgren et al (1995) found that spending advertising costs has positive effect on brand equity and its dimensions. Advertising is an external signal to show the quality of products (Milgrom and Roberts, 1986). Heavy investing in advertising indicates that company invested on its brand which is evolved as high quality (Kirmani and Wright, 1989). Moreover, Archibald et al (1983) found that not only advertising just shows high quality, but also makes well profit. In addition, Aaker and Jacobson (1994) identified a positive relationship between advertising and perceived quality. Thus, we could say that advertising positively affects on perceived quality and subsequently brand equity. Advertising plays an important role in increasing brand awareness. Repetitive advertising program increases the chance of paying attention to

brand, simplifies costumers' selection and habituates the selection of brand (Hauser and Wernerfeldt, 1990). Hence, advertising is positively concerned with the awareness of the brand association which increased brand equity. Moreover, advertising attempts are positively concerned with brand loyalty because it reinforces the brand awareness and steers the viewpoints to the brand (Shimp, 1997).

Price promotions

Sale promotions, particularly price promotions (like short term reduction of prices such as specific sales, coupon, price discounts, repayment and …) made us believe that they have eroded brand equity during the time, while in short term period they have enhanced the income. Sale promotions are not proposed as a way for providing brand equity because they are easily duplicable and soon they are deactivated (Aaker, 1991) and only they increase short-term operation through sale provocation and change one name to the other name (Gupta, 1998). In addition, repetitive price promotions may tow the low quality of the brand that in long-term period endanger the brand because it causes costumer's confusion due to difference in expected price and observed price which is caused by making the image of unstable quality (Winer, 1986). Costumers could not predict the price of sale location but they could predict disruption regarding expected price and actual price which negatively affect on brand equity selection decisions and perceived quality which result in the reduction of the brand equity. Also, sale promotions are not enough for providing brand awareness (shimp, 1997). Then, focus on promotions neglected awareness of advertising and subsequently brand equity. It is not appeared that price promotions are in concern with brand loyalty, although they are temporarily compatible with changing one name to another name. They often failed in providing a new frequent sale pattern.

Brand equity and brand equity dimensions relationships

Brand equity is defined as the added value for named product in comparison to the unnamed product. This is the result of three dimensions of the brand equity i.e. brand awareness, perceived quality and brand loyalty (Yoo et al, 2000). The positive effect of these three dimensions on total value of the brand equity is discovered in America and Korea inter-culture study. (Yoo and Donthu, 2002)

Recent promotional activities of major telecommunication companies in Bangladesh

Current promotional activities of Grameenphone
Talk More to get More!

Grameenphone brings a very attractive offer for all its Prepaid Customers! Under this offer, the valued GP prepaid customers can enjoy 100% instant bonus talk time every day. Here customers will get a daily target on local voice call usage. After meeting the daily usage target, the customer will get 100% GP-GP instant talk time bonus on every additional taka voice call usage.

It's Time to Return

Grameenphone Ltd. has launched a promotional offer for its valuable customers who are currently sitting silent & away from our network! Under this campaign, all GP pre-paid (*Shohoj*, *Bondhu*, *Aapon*, *Amontron*, *Smile*, *Spondon*, *Business Solutions* (1, 2, 3, *Shofol*) prepaid, *Ekota* prepaid (1, 2), Nishchinto, VP prepaid, GPPP Pre-Paid, *Djuice* prepaid, Prepaid Internet SIM) customers who are not using their connections since 26th Sept, 2013 or before shall enjoy.

Discount with International SMS!

Grameenphone offers two discounted bundles of International SMS to its valued subscribers. The offer will be launched at 00:00 hours of October 24th, 2013 and will continue for 1 month till 24th of November. Subscribers from specific GP products purchasing a particular bundle will get a certain number of International SMS at attractive discounted price with specific validity period.

Current promotional activities of *Banglalink*

1. Reactivation offer

Got an unused *banglalink* sim? Recharge now to enjoy the best rate in the market only 4.17 paisa per 10 sec to any *banglalink* number (12 am-5 pm) and 10 paisa per 10 sec (24 hours) to other operators! So hurry before offer ends. Offer details: Offer is applicable for all *banglalink* prepaid and call & control customers…

2. Lowest call rate

Now *banglalink* means lowest call rate. Talk to any operator number at only 11 paisa/10 seconds, 24 hours a day. To enjoy this tariff, type start and send SMS to 3487, then recharge minimum tk. 33. Offer details special call rate applicable for all pre-paid (except e-voucher). Special call rate validity will be 15 days…

3. My offer

Different people have different needs; people always want surprises in their daily life. To make these surprises more than just surprises, we came up with a new service named "my offer". Type 'mo' & send a free SMS to 7323 to receive the surprise offers every day. Offer details there...

4. Special roaming offer for Hajj

This year *banglalink* is pleased to offer the most exciting tariff for **Hajj** pilgrims going to Saudi Arabia. The subscribers will have to select *mobily* (sauet) network over there. Subscribers can enjoy: free data service 80% reduced rate for all voice calls (except ISD) and SMS local calls (BDT/min)...

5. *Banglalink* entertainment world usage contest

Now *banglalink* users have the opportunity to win all six smart phones (1 Samsung Galaxy S4, 1 iphone-5, 1 Sony Xperia z, 1 Nokia Lumia 920, 1 htc one x and 1 Blackberry q 10) as the grand prize of the *banglalink* entertainment world usage contest! All you have to do is dial 4646 and listen...

6. Get a new connection now!

Now new *banglalink* pre-paid connection is available only at tk. 138. With your new *banglalink* connection talk to any number at the lowest rate 10 paisa/10 seconds, 24 hours a day. Also enjoy only 4.17 paisa/10 seconds call rate to a special *banglalink* number, 24 hours a day & 20 paisa per SMS to all operators. Recharge...

7. Enjoy the best call rate

Now enjoy the best call rate in the market 4.17 paisa per 10 sec *banglalink* to *banglalink* and 40 SMS! to enjoy the offer dial *132*2# and get 40 minutes and 40 SMS at only tk. 10. Offer details all pre-paid (except e-voucher) and call & control customers are eligible for the offer. Through this offer customer…

Current promotional activities of *Robi*

***Ghechang* your call rates 87%**

Enjoy up to 87% call rate discount at *Robi* numbers (4.33 paisa/10 sec) and up to 70% call rate discount to other operators' numbers (10paisa/10sec) with 5 FnF options (3 to *Robi* Numbers & 2 to Other Operators' numbers.)

Reactivate your *Robi* SIM and Enjoy Double Benefit!

Robi prepaid subscribers not using their SIMs since July 22, 2013 or earlier (except Uddokta, EasyLoad, SME Prepaid, and prepaid corporate) can now enjoy this offer.

Recent Advertising of major telecommunication companies in Bangladesh

Current advertising of *Grameenphone*

Xplore

Xplore is a postpaid connection and is available with Mobile to Mobile with BTCL connectivity. BTCL incoming is absolutely free in Xplore.

Nishchinto

Grameenphone prepaid package comes with this Package. It offers you flat rate of 15 paisa per 10 second for 24 hours.

Bondhu

This package with the highest number of F&Fs allows you to talk to your near and dear ones at the lowest rate.

Shohoj

Grameenphone prepaid connection where you will be able to talk to any operator number at a flat rate.

Spondon

"Spondon" is the new attractive price plan from *Grameenphone* which gives you the opportunity to "Pay only as much as you will talk"

Aapon
You can talk to over 44 million *Grameenphone* numbers at a very low rate of 13 Paisa per 10 second.

Djuice
New *djuice* price plan from *Grameenphone* Ltd. is designed with the Youth in mind!

My Zone
Activate MY ZONE and enjoy up to 86% discount on call rate!

Current advertising of *Banglalink*

Banglalink Inspire

Banglalink Inspire brings special new features for post-paid subscribers with remarkably low call rates, along with the lots of fnf numbers and many other services and facilities!

Banglalink Play

Banglalink play is a package for the young guns. to keep you connected, the package offers 12 fnf to all operators, the best rate 4.17 paisa/10 sec to a special *banglalink* number and free facebook browsing. type "p" & send free SMS to 9999 and start playing!

Robi
Enjoy the most flexible and affordable mobile experience in Bangladesh with *Robi*'s Prepaid Package. With a wide array of recharge-based plans, you can now pick the package the matches your needs and enjoy greater savings!

Super low call Rates**: Enjoy 4.25 p/10 sec to *Priyo* & 10 sec to more than 70 million other operator numbers.**

SMS & Data Bundles: Get 100 SMS at Tk. 5, and 25 MB Data at only Tk. 10!

Non-stop conversation: Talk at only 8p/10 sec with one "Priyo" *Robi* number!

Triple the fun: Choose up to 3 FnF numbers and talk with them at only 9p/10 sec!

Super low call Rates: Enjoy 4.25 p/10 sec to *Priyo* & 10 sec to more than 70 million other operator numbers.

SMS & Data Bundles: Get 100 SMS at Tk. 5, and 25 MB Data at only Tk. 10!

1 second pulse: Enjoy complete control over your calls with 1 second pulse!

SMS & Data Bundles: Get 100 SMS at Tk. 5, and 25 MB Data at only Tk. 10!

Dynamic Tariff Discounts: Up to 87% discount to *Robi* Numbers, and 70% discount to other operator numbers.

5 FnF Numbers: Choose 3 on-net and 2 off-net FnF numbers!

On-net Advantage: Talk with more than 20 million *Robi* numbers at 10p/10 sec, from 12 am to 6pm!

Designed for simplicity: For users who want simple and straightforward mobile plans.

One Flat Rate: 15p/10 sec to any local number, 24 hours... it doesn't get any simpler!

Tk 20+ **recharge bonus:** Get free 5 Mb Internet whenever you recharge Tk. 20 or more.

Night-time Special: Talk with any *Robi* number at only 28p/min, from 12am to 8am!

Designed for Simplicity: For users who want simple and straightforward mobile plans.

Extra FnF: Select 7 numbers and talk at only 8p/10 sec, all day!

Emergency balance: Get up to Tk. 10 for emergency local calls, so you're always ready to act!

Non-stop conversation: Talk at only 8p/10 sec with one "Priyo" *Robi* number!

Designed for simplicity: For users who want simple and straightforward mobile plans!

Choose your pulse: Choose from our Regular (1 sec) or Super (10sec) tariff plans!

Designed for simplicity: For users who want simple and straightforward mobile plans!

Discussion and Conclusion

Providing brand equity means providing a powerful brand which is a successful strategy to differentiate goods from those of competitors' brands (Aaker, 1991). Brand equity is providing a considerable competitive advantage, because it is

providing significant competitive barriers. Again, brand equity is developed by increasing perceived quality, increasing in brand loyalty and brand awareness that each of them could not be made or destructed in short term period, but they could be made in long term period by well-designed investment. Therefore, brand equity is stable and durable and the product with powerful brand equity is counted as a valuable asset for the company. My study has reviewed the important role of the sale promotion for providing powerful brand equity. Managers can use findings to adopt strategies for providing brand equity. Regarding the implemented research two results are found:

1. Advertising

Experiences and obtained results indicate that costumers tend to believe advertising comments and assume that the probable function is in accordance with their claim (Richins, 1995). Therefore, when costumers exposed to frequent advertising, not only their awareness and mental association increase, but also they gain more positive perception resulted in powerful brand equity. One of the major reasons of customer loyalty reduction is the reduction of advertising. In order to reinforce the views and beliefs that are in concern with brand, advertising helps have a powerful brand loyalty (Shimp, 1997). Regarding numerous and multiple reasons, brand image is complicated and advertising is a general way to develop the formation and manage this image. Managers should invest on increasing brand equity in advertising with clear objectives.

2. Sale promotions

Through experimental presenting of the actual product, promoting events with long-term goals can provide brand equity which is helpful to provide powerful, desired and unique connections (Kotler, 2008). On the other hand, price reduction in short term period such as amount of percentage may not be suggested for providing brand equity, even if they increase the sale in short term period (Aaker, 1991; Yoo et al 2000). In industrial marketing promotion activities such as seller and websites are often mentioned as the background of brand equity dimensions (Sharma et al, 2001; Van riel et al, 2005). Since sale promotions make stronger and more complete reaction, they can be used for better representing and sale increase in stagnation. But it is noted that a tool is short term and in order to excel in goods and brand, brand managers should apply it with long-term goals, because the costumers comprehend activities with low quality. Instead of supplying sale promotion, managers should invest on developing brand equity.

Recommendation for future researches of telecommunication companies:

As it is mentioned several times during this research, brand equity is one of the most important competitive factors in past and present time that is ever-increasing spread and companies want to make specific value more than other competitors. Brand equity may not only make value for companies and customers, but also can make value for personnel, stockholders and managers, because it is only complete common factor which can steer organization to success (Schultz, 1998). Regarding specific importance of the brand equity, a general suggestion is that researchers of

telecommunication companies in Bangladesh must pay more attention to the brand equity.

In this direction, the following suggestions are listed:

• Identifying possible effective components in effectiveness of the brand equity
• Using of more classes of product including services, various subjects and the other cultures
• Reviewing the effect of the attempts of marketing mix (price, place, product and promotion) on brand equity.
• Identifying the role of mental image of the company in the effectiveness of marketing mix components on brand equity
• Reviewing relations between brand equity dimensions.
• Reviewing types of variety form of direct criteria of the market activities such as sales volume, market share and profit on brand equity.
• Categorizing effective factors on brand equity according to their priority.

References

Aaker, D. A. (1991). Managing brand equity: Capitalizing on the value of a brand name. New York: Free Press. pp. 134-140.

Aaker, D. A. (1996). Building strong brands: Building, measuring, and managing brand equity. New York: The Free Press.

Aaker, D., & Jacobson, R. (1994, May). The financial information content of perceived quality. *Journal of Marketing Research, 31*, 191-201.

Archibald, R. B., Haulman, C.A., & Moody, C.E. Jr. (1983, March). Quality, price, advertising, and published quality ratings. *Journal of Consumer Research, 9*, 347-356.

Baldauf, A., Cravens, K. S., & Binder, G. (2003). Performance consequences of brand equity management: Evidence from organizations in the value chain. *Journal of Product & Brand Management, 12*(4), 220–236.

Barwise, Paddy. (1993, March). Brand equity: Snark or boojum? *International Journal of Marketing Research, 10*, 93-104.

Blech, George, & Blech, Michael. (2001). *Advertising and promotion* (5th ed.), McGraw-Hill, New York.

Boddewyn, J. J., & Leardi, M. (1989). Sales promotions: Practice, regulation and self regulation around the world. *International Journal Of Advertising, 8*(4), 363.

Boulding, Lee E., & Staelin, R. (1994, May). Mastering the mix: Do advertising, promotion, and salesforce activities lead to differentiation? *Journal of Marketing Research, 31*, 159-172.

Bumm, K., & Gon Kim, W. (2005). The relationship between brand equity and firms performance. *Tourism Management*.

Chattopadhyay, T., Dutta, R.N., & Sivani, S. (2010). Media mix elements affecting brand equity: A study of the Indian passenger car market. *IIMB Management Review*, doi:10.1016/j.iimb.2010.09.001.

Chay, R., & Tellis, G. (1991). Role of communication and service in building and maintaining brand equity. In Managing Brand Equity. Report No. 91-110. Ed. Eliot Maltz. Cambridge, MA: Marketing Science Institute, 26-27.

Cobb-Walgren, Cathy. J., Beal, C., & Donthu, N. (1995). Brand equity, brand preferences, and purchase intent. *Journal of Advertising, 24* (3), 25-40.

Edwards, M. et al. (2000). NGOs in a global future: Marrying local delivery to world wide leverage. NGOs Conference.

Farquhar, Peter H., Han, J. Y., & Y. (1991). Recognizing and measuring brand assets. Report 91-119, Marketing Cambridge, MA. Science Institute, 81-90.

Graham, P., Harker, D., Harker, M., & Tuck, M. (1994). Branding food endorsement programs. *Journal of Product and Brand Management, 3*(4).

Gupta, S. (1988). Impact of sales promotions on when, what and how much to buy. *Journal Of Marketing Research, 25*, 342-355.

Hauser, J. R., & Wernerfeldt, B. (1990, March). An evaluation cost model of consideration sets. *Journal of Consumer Research, 16*, 393-408.

Hosseini, M., Abolfazli, A., & Rahimi, M. (2007). Review the effect of brand equity on consumer respond (Case study: IRANOL brand)-Management perspective. pp.9-28.

Hua, W. (2005). *The effects of marketing mix on brand equity* (Thesis of Hong Kong university).

Johnson, Tod. (1984, February/March). The myth of declining brand loyalty. *Journal of Advertising Research, 24*, 9-17.

Keller, K. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *Journal of Marketing, 27*, 1-22.

Kim, J.H., & Hyun, Y.J. (2010). A model to investigate the influence of marketing-mix efforts and corporate image on brand equity in the IT software sector. *Industrial Marketing Management*, doi:10.1016/j.indmarman.2010.06.024.

Kirmani, A., & Wright, P. (1989, December). Money talks: Perceived advertising expenditures and expected product quality. *Journal of Consumer Research, 16*, 344-353.

Kotler, P. (2003). *Marketing management: Analysis, planning, and control.* New Jersey: Prentice-Hall Inc, Englewood Cliffs.

Lagazian, S. (2007). Consumer and the state of evaluating the brand value (A study in Hotel management industry).

Lindsay, Marsha. (1989, January 22). Establish brand equity through advertising. *Marketing News, 16.*

Lopez, E., Herrera, F., & Rodreguez, M. A. (2002). A linguistic decision model for promotion mix management solved with genetic algorithms. *Fuzzy Sets and Systems, 131*, 47 – 61.

Maxwell, Hamish. (1989, October). Serious betting on strong brands. *Journal of Advertising Research, 29*, 11-13.

Milgrom, P., & Roberts, J. (1986, August). Price and advertising signals of product quality. *Journal of Political Economy, 55*, 10-25.

Neslin, Scott. (2002). *Sales promotion* (1st ed.). Marketing Science Institute (MSI).

Rajh, E. (2005). The effects of marketing mix elements on brand equity. *Economic Trends and Economic Policy, 102*, 30-59.

Richins, Marsha L. (1995, February). Social comparison, advertising, and consumer discontent. *American Behavioral Scientist, 38*, 593-607.

Rundle, The, & Benett, R. (2001). A brand for all seasons. *Journal of Product and Brand Management*, *10*(1).

Ryans, J. K., & Ratz, D. G. (1987). Advertising standardization. *International Journal Of Advertising, 6*, 145–158.

Schultz, D. E. (1998). Branding the basis for marketing integration. *Marketing News, 32*(24), 8.

Sharma, A., Krishnan, R., & Grewal, D. (2001). Value creation in markets: A critical area of focus for business to business markets. *Industrial Marketing Management, 30*(4), 391–402.

Shams, R. (2005). *Review the relationship among selected marketing mix components and brand equity of mobiles in young age group of Tehran city*. Thesis system of Tehran University.

Shimp, Terence A. (1997). *Advertising, promotion, and supplemental aspects of integrated marketing communications* (4th ed.). Orlando, FL: Dryden.

Shocker, A.D., Srivastava, R.K., & Ruckert, R.W. (1994). Challenges and opportunities facing brand management: An introduction to the special issue. *Journal of Marketing Research, 31*, 149-58.

Simon, C. J., & Sullivan, M. W. (1993). The measurement and determinants of brand equity: A financial approach. *Marketing Science, 12*(1), 28–52.

Van Riel, A.C.R., Mortanges, C, & Streukens, S. (2004). Antecedents of industrial brand equity: An empirical study. Department of Marketing, Maastricht University, P.O. box 616, 6200 MD Maastricht, the Netherlands.

Villarejo-Ramos, A.F., & Sanchez-Franco, M.J. (2005). The impact of marketing communication and price promotion on brand equity. Business Administration Faculty, University of Seville, 1 Avenida Ramo´n y Cajal,41018–Seville, Spain.

Winer, Russell S. (1986, September). A reference price model of brand choice for frequently purchased products. *Journal of Consumer Research, 13*, 250-256.

Wood, I. (2000). Brands and brand equity: Definition and management. *Management Decision, 38*(9), 662 - 669

*www.**grameenphone**.com.*

www.banglalink.com.bd.

www.robi.com.bd.

Yoo, B., Donthu, N., & Lee, B. (2000). An examination of elected marketing mix elements and brand equity. *Journal of the Academy of Marketing Science*.

Yoo, B., & Donthu, N. (2002). Testing cross-cultural invariance of the brand equity creation process. *Journal of Product and Brand Management*, *11*(6), 380–398.

Zarbi, S. (2006). Evaluation of selected marketing mix component on brand equity. Marketing Management Magazine of the Islamic Azad University, Science and Research Branch, 3rd quarterly periodical. pp.21-58.