

Estimated value and MSE/Variance of different estimators of the parameter λ^2 of Maxwell distribution when $\alpha = 3, \beta = 4, \lambda^2 = 1$ and $c = 3$

Table 6						Figure 6
n	Criteria	$\hat{\lambda}^2_{BSE}$	$\hat{\lambda}^2_{BL}$	$\hat{\lambda}^2_{BML}$	$\hat{\lambda}^2_{MLE}$	
5	Estimate	0.436	-0.894	0.541	0.077	
	MSE	0.318	3.586	0.211	2.305	
10	Estimate	0.314	-0.872	0.354	0.111	
	MSE	0.470	3.503	0.417	6.635	
15	Estimate	0.265	-0.931	0.288	0.123	
	MSE	0.540	3.727	0.507	11.053	
20	Estimate	0.196	-0.646	0.208	0.082	
	MSE	0.647	2.708	0.627	9.811	
25	Estimate	0.182	-0.711	0.191	0.090	
	MSE	0.669	2.926	0.654	13.454	
30	Estimate	0.181	-0.699	0.190	0.092	
	MSE	0.672	2.887	0.656	16.613	

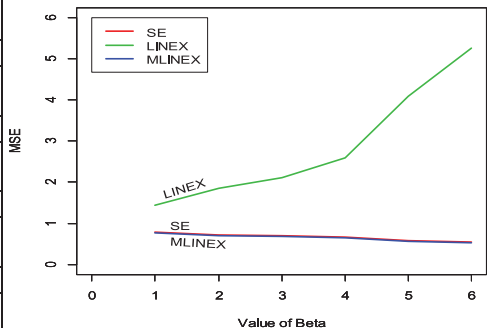
For $\alpha = 3, \beta = 4, \lambda^2 = 1, c = 3$ and for sample ($n \leq 5$) and for large sample size ($n \geq 30$), the Bayes estimation under MLINEX loss function is better than other loss functions.

Estimated value and MSE/Variance of different estimators of the parameter λ^2 of Maxwell distribution when $n = 20, \beta = 2, \lambda^2 = 1$ and $c = 2$

Table 7						Figure 7
α	Criteria	$\hat{\lambda}^2_{BSE}$	$\hat{\lambda}^2_{BL}$	$\hat{\lambda}^2_{BML}$	$\hat{\lambda}^2_{MLE}$	
1	Estimate	0.162	-0.650	0.170	0.082	
	MSE	0.703	2.721	0.689	9.811	
2	Estimate	0.160	-0.655	0.167	0.082	
	MSE	0.706	2.741	0.693	9.811	
3	Estimate	0.140	0.140	0.146	0.082	
	MSE	0.740	2.260	0.729	9.811	
4	Estimate	0.129	-0.437	0.135	0.082	
	MSE	0.758	2.066	0.748	9.811	
5	Estimate	0.143	-0.573	0.149	0.082	
	MSE	0.734	2.475	0.723	9.811	
6	Estimate	0.136	-0.533	0.142	0.082	
	MSE	0.746	2.349	0.736	9.811	

For different values of α and the sample size $n=20$, we get the same result i.e. the Bayes estimator under MLINEX loss function gives better result than the other loss functions.

Estimated value and MSE/Variance of different estimators of the parameter λ^2 of Maxwell distribution when $n = 20, \alpha = 4, \lambda^2 = 1$ and $c = 3$					
Table 8			Figure 8		
β	Criteria	$\hat{\lambda}^2_{BSE}$	$\hat{\lambda}^2_{BL}$	$\hat{\lambda}^2_{BML}$	$\hat{\lambda}^2_{MLE}$
1	Estimate	0.118	-0.198	0.126	0.082
	MSE	0.778	1.435	0.765	9.811
2	Estimate	0.150	-0.361	0.160	0.082
	MSE	0.722	1.853	0.706	9.811
3	Estimate	0.165	-0.451	0.175	0.082
	MSE	0.697	2.106	0.680	9.811
4	Estimate	0.188	-0.612	0.200	0.082
	MSE	0.659	2.600	0.640	9.811
5	Estimate	0.236	-1.022	0.250	0.082
	MSE	0.584	4.087	0.562	9.811
6	Estimate	0.262	-1.294	0.278	0.082
	MSE	0.545	5.261	0.521	9.811



From figure 8, MSE of Bayes estimator under MLINEX loss function is smaller than the others loss functions, MSE of both BML and BSE decreases as β increases.

Table 1 to table 8 show the variation in the performance of the estimators for various sample sizes. We see that the MSEs of Bayes estimators for different loss functions (figure 1 to 8), the MLINEX loss function is minimum.

Therefore, we can conclude that Bayes estimator under MLINEX loss function is better than all other estimators in the study.

Comparison between Credible Interval and Confidence Interval

Confidence intervals for maximum likelihood estimators and credible (Mahanta et al., 2015) intervals of Bayesian estimators under MLINEX loss function are constructed for Maxwell distribution and are presented in the following tables.

Table 9: Credible intervals for Bayesian estimator under MLINEX loss function and confidence intervals for maximum likelihood estimator when $\alpha = 2, \beta = 1, \lambda^2 = 1, c = 1$ and for the different values of n

n	Bayesian credible interval (95%)			Maximum likelihood confidence interval (95%)		
	Lower	Upper	Length	Lower	Upper	Length
5	-1.199	1.530	2.729	-2.899	3.052	5.951
10	-1.370	1.623	2.992	-4.938	5.159	10.098
15	-1.458	1.671	3.129	-6.393	6.639	13.032
20	-1.417	1.648	3.065	-6.058	6.221	12.279
25	-1.485	1.686	3.170	-7.099	7.279	14.378
30	-1.482	1.685	3.167	-7.897	8.081	15.978

Table 9 shows that for different sample size credible intervals are smaller indicating that Bayesian estimate provides better estimation than the method of maximum likelihood.

Table 10: Credible intervals for Bayesian estimator under MLINEX loss function and confidence intervals for maximum likelihood estimator when $n = 20, \beta = 2, \lambda^2 = 1, c = 2$ and for the different values of α

α	Bayesian credible interval (95%)			Maximum likelihood confidence interval (95%)		
	Lower	Upper	Length	Lower	Upper	Length
1	-1.180	1.520	2.700	-6.058	6.221	12.279
2	-1.191	1.526	2.717			
3	-1.282	1.575	2.857			
4	-1.282	1.601	2.933			
5	-1.331	1.567	2.836			
6	-1.268	1.584	2.884			

Table 11: Credible intervals for Bayesian estimator under MLINEX loss function and confidence intervals for maximum likelihood estimator when $n = 20, \alpha = 4, \lambda^2 = 1, c = 3$ and for the different values of β

β	Bayesian credible interval (95%)			Maximum likelihood confidence interval (95%)		
	Lower	Upper	Length	Lower	Upper	Length
1	-1.373	1.624	2.998	-6.058	6.221	12.279
2	-1.225	1.544	2.768			
3	-1.158	1.509	2.667			
4	-1.056	1.455	2.511			
5	-0.851	1.352	2.203			
6	-0.742	1.299	2.041			

From the above tables, it is also seen that Bayesian credible intervals are smaller length than confidence intervals for all values of α and β . Therefore, we can say that Bayesian approach provides better result than maximum likelihood method for Maxwell distribution.

Conclusion

The Bayesian estimation approach is a non-classical device in the estimation part of statistical inference that is very useful in real world situation. This article has applied Bayesian and method of maximum likelihood approach to estimate the parameter of Maxwell distribution. In Bayesian approach squared error (SE), liner exponential (LINEX) and modified liner exponential (MLINEX) loss functions have been used.

Smallest mean squared error (MSE) has been observed by Bayesian approach under MLINEX loss function than other loss functions for all sample sizes. From figure 1 to 8, downward shape has been shown by MLINEX loss function than SE and LINEX loss functions. That means, Bayesian approach under MLINEX loss function gives better estimation than other loss functions.

Finally, Bayesian approach under MLINEX loss function has been compared with method of maximum likelihood using interval estimation. Minimum length of credible interval has been shown by MLINEX loss function which is the better estimator than maximum likelihood estimator (MLE). Therefore, for estimating the parameter of Maxwell distribution, Bayesian approach under MLINEX loss function may be suggested.

References

- Mahanta, J., Biswas, S. C., Roy, M. K., & Islam, M. A. (2015) 'A comparison of Bayesian approach and classical approach for estimating Markov based logistic model', *American Journal of Mathematics and Statistics*, vol. 5, no. 4, pp. 178-183.
- Rahman, H., Roy, M. K. & Baizid, A. R (2012) 'Bayes estimation under conjugate prior for the case of power function distribution', *American Journal of Mathematics and Statistics*, vol. 2, no. 3, pp. 44-48.

Wahed, A. S. F & Uddin, M. B. (1998) 'Bayes estimation under asymmetric loss function', *Dhaka University Journal of Sciences*, vol. 46, no. 2, pp. 355-361.

Walck, C. (2007) *Hand-book on Statistical Distributions for Experimentalists*, University of Stockholm.

Zellner, A. (1986) 'Bayesian estimation and prediction using asymmetric loss functions', *Journal of American Statistical Association*, vol. 81, pp. 446-451.

Linking of Graduate Employability, Economic Development and Good Governance: Bangladesh Perspective

Md. Mostafijur Rahman¹ and Muhammad Julfikar Ali²

Abstract: Education is a major driving force of development and the graduates are to drive this development, both in terms of the economy and good governance. Graduates have a responsibility to deliver services and social justice on equal basis that meet the needs of the economic development and if there is economic slowdown due to inefficiency of country's graduates, good governance cannot be sustained. So it is clear that, graduate employability can contribute to achieving economic development and can make a contribution to ensuring good governance. It is the key to address the opportunities and challenges to meet new demands of changing economies and essential to good governance in the context of globalization. My argument is that Bangladesh cannot develop without economic development and that economic development in Bangladesh ultimately cannot be sustained without employability of the graduates. In the findings, in general, the paper found that employability is a requisite for economic development in Bangladesh because economic slowdown is a challenge to the journey of good governance. Hence, the question of linking economic development with good governance is closely related to the employability of graduates. The objective of the paper is to explore the inter-link among the three separate but interrelated points and these are employability of the graduate, economic development and good governance. However, this paper is descriptive in nature and secondary data has been used to collect information. And those data has been collected from concerned books, journals, periodicals, websites, daily newspapers, and published research works on employability, economic development and good governance contextualizing Bangladesh as a case.

Keywords: Graduate, employability, economic development, good governance, Bangladesh.

Introduction

Employability is treated, on one side, as a route to sustainable economic development and on the other side, a route of eradicating poverty of an underdeveloped country. Employability is a driving force of global economic and social development. Being a densely populated country in the world

¹Assistant Professor, Department of Law, Prime University, Dhaka, Bangladesh.
E-mail: mostafij.mithu@yahoo.com

²Lecturer, Department of Law, Prime University, Dhaka, Bangladesh.
E-mail:julfikarsohag2000@gmail.com

Bangladesh has a great opportunity to become a place of competitive labor force. If this labor force is made highly skilled and innovative then they can be more competitive not only in the country but also in the global market fighting against all sort of challenges and taking the opportunities in the national and global economy. From this point of view, we can say that employability of the county's graduates is essential in ensuring the country's competitiveness in national and international arena. Similarly, without improving employability of the graduate, Bangladesh cannot achieve economic growth and sustainable development, and without scaling up of the economic development it may not be able to improve good governance which has emerged at the forefront of global agenda for overall socio-economic development of a country nowadays. Again economic development cannot be sustained without quality of good governance. For example we can say that Russia had a huge economic growth initially, but could not sustain the growth later due to weak governance. Roy (2006) observed that, good governance acts as a positive force to influence economic development. Interestingly good governance is strongly correlated with better development. So, the improvement of the employability of the graduates leads not only to the economic growth but also to enhance the social development and thus good governance.

Definition of Key Concept

Graduate Employability

William Beveridge in 1909 firstly introduced the concept of employability in his book, 'Unemployment: A Problem of Industry' (Beveridge, 1909). Graduate Employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

Good Governance

Governance generally means exercising political power to manage a nation affair. According to V. K. Chopra (1997) good governance is "a system of governance that is able to

unambiguously identify the basic values of the society where values are economic, political and socio-cultural issues including human rights, and pursue these values through an accountable and honest administration."

The Worldwide Governance Indicators (WGI, 2015) described six indicators of governance: Voice and Accountability, Political Stability and Absence of Violence, Government Effectiveness, Regulatory Quality, Rule of Law and Control of Corruption. Good governance is regarded as the principal prerequisite for solving many socio-economic problems nowadays.

Economic Development

Economic development can be defined as "a sustained community effort to improve both the local economy and the quality of life by building the area's capacity to adapt to economic change" (Morse & Loveridge, 1997). Economic development involves job income growth and sustainable increases in the productivity of individuals, businesses and resources to increase the overall wellbeing of residents and to enhance the quality of life. Economic development implies both the improvement of people's health, education, and general well-being and the presence of positive economic indicators, such as economic growth and low unemployment rates (Bassam, 2013).

Rationale

The total population of Bangladesh is 163 900 501 (as of 1 January 2017) which makes Bangladesh a densely populated country with 1138.2 (as of March 2017) people per square kilometer (Adopted from Internet) and with nearly a third of the population (31.5%) at or below the national poverty line. Amidst this situation the current Bangladeshi economy is very resilient, with a record of sustaining a GDP growth rate of around 6 percent from 2005. This economy is largely led by the service sector, manufacturing industries, agriculture, textile industry, pharmaceuticals, shipbuilding, ceramics, leather goods & electronics and so on. Under the circumstances, the government has put pressure to make Digital Bangladesh and become a middle-income country in the world. Economy of Bangladesh is mentionably dependent on garments sector, foreign remittances, agriculture and so on. Not only that our

country is currently moving towards industrialization and these industries need educated and technically skilled graduates. This situation in the economy created on one side, a demand for higher education and on the other side employability of the country's graduates accordingly. Graduates are regarded as key to economic development and can deliver economic benefits to individuals as well as to his country and thus can contribute to promote good governance. From this point of view, there is also a need to ensure employability among the graduates. But The Economist Intelligence Unit (EIU)-British Council, 2013) mentioned that 47% of university graduates in Bangladesh are unemployed; which is the highest percentage in the world. The report ranks Bangladesh above India, Pakistan, Sri Lanka and Nepal in terms of employability of university graduates. As per estimates presented in the report, nearly 5 out of every 10 graduates in Bangladesh are unemployed (against 3 out of 10 in India and Pakistan). Poor quality private education sector and use of outdated curriculum in public universities are the main causes of graduate unemployment problem, the report said. At present, there are 132 universities in Bangladesh of which 95 are private and 37 are public. The number of students in all the public universities in 2014 was around 28, 49,865 excluding all affiliating colleges and madrasahs under these universities. On the other hand, the number of students in 75 Private Universities in 2014 was 3, 30, 730 (Annual Report-2014, UGC). This rapid rise of university graduates shows the demand for higher education but the scenario of unemployment graduate in Bangladesh impacts on its economy and good governance accordingly. The Economist observed that education quality is low in universities in South Asia and employers have mentioned two types of skills shortages: (a) not enough graduates in specialized skills needed within high growth sectors and (b) where graduates have these skills, they are still not employable because skills in English language, computer, communication and problem-solving abilities are absent (Islam, 2016). Needless to say that, Bangladesh is a country of the region of South Asia. This paper aims at showing whether Bangladesh can have good governance without economic development and can have economic development without graduate employability. Regarding employability, all the recent reports suggest that graduate employability can contribute to achieving economic development and economic development can make a contribution to ensuring good

governance. This paper, therefore, aims to identify the question of linking economic development with good governance and is closely related to the employability of country's graduates.

Theoretical Framework

The concept of employability has stimulated the scholars to debate around various interesting questions (Kabir, 2014). For this very reason, in recent years a number of models of employability have been proposed. In this paper two theoretical employability models are presented to understand the theoretical framework of employability.

The ‘USEM’ Employability Model

Yorke & Knight (2006, p. 5) present the ‘USEM’ employability model, suggesting employability should be embedded into the curriculum. USEM is an acronym for four inter-related components of employability: (1) understanding; (2) skills; (3) efficacy beliefs; and (4) metacognition. They suggest that there is a close relationship between employability and good learning, and employability is composed with four areas: Understanding; Skills; Efficacy beliefs; and Metacognition.

The ‘CareerEDGE’ Model

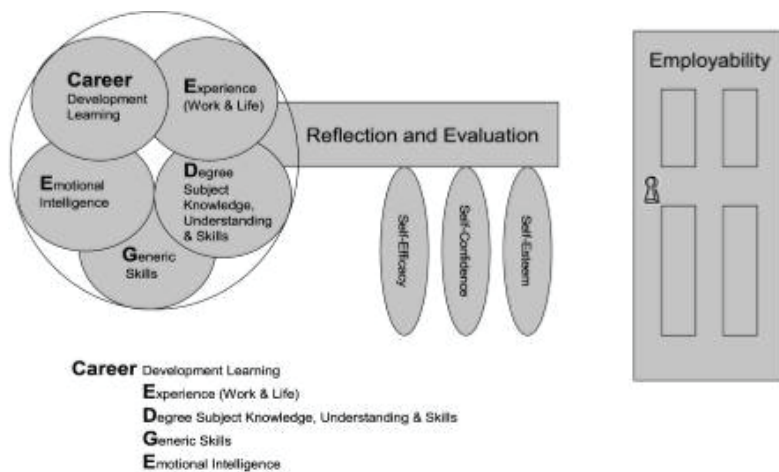
Pool & Sewell (2007, p. 280) provide the ‘CareerEDGE’ model (figure-1) based on the key skills. The model “CareerEDGE” have five essential components: Career; Experience; Degree subject knowledge; Generic skills; and Emotional intelligence. They show that each component of the model is essential with all the skills to develop person’s self-efficacy, self-confidence, and self-esteem and absence of one will reduce a person’s employability.



**Figure-1: The ‘CareerEDGE’ model
Adopted from Pool & Sewell (2007, p. 280)**

The Key to Employability

Pool & Sewell (2007, p. 281) have converted their original model with the metaphorical image of a ‘key’ (figure-2) and suggest that the pictorial version of the model is a useful and practical way of explaining the concept of employability.



CareerEDGE - The Key to Employability

Figure-2: The Key to Employability
 Adopted from Pool & Sewell (2007, p. 281)

Carbonel L. G., Sannadan J. G., and Venus J. J. (2015) shown a framework of Employability of Graduates in their study as shown in figure-3:

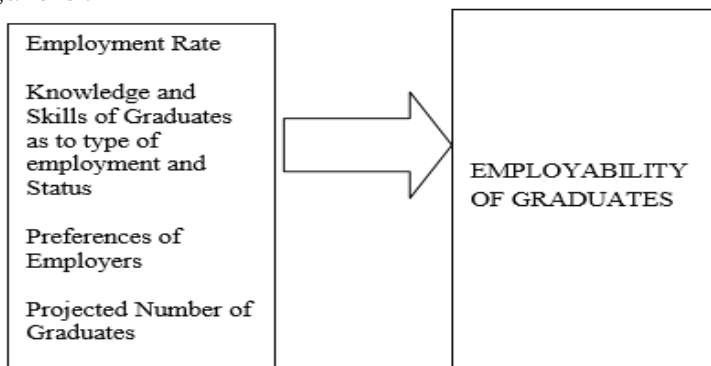


Figure-3: Graduate Employability Framework
 Source: Carbonel L. G., Sannadan J. G. and Venus J. J. (2015)

Research Objectives

1. To explore the inter link between graduate employability, economic development and good governance;
2. To examine the current state of graduate employability in Bangladesh;
3. To identify the challenges towards graduate employability in Bangladesh.

Related Literature

Chisty, K. K. S., Uddin, G. M. and Ghosh, S. K. (2007) in their paper *The Business Graduate Employability in Bangladesh: Dilemma and Expected Skills by Corporate World* observed that, unemployment scenario of the graduate level in Bangladesh has been a serious problem. Lately, graduates are more prone to acquire business education, which is more transferable to the job. Despite that, the business graduates are frustrated with the burden of education, as there are concurrent occurrences of joblessness. Their paper emphasized improving business graduate's presentation, communication, analytical and problem solving skills in order to increase employability opportunities in Bangladesh.

Holland, D., Liadze, I., Rienzo, C. and Wilkinson, D. (2013) in their study *The Relationship between Graduates and Economic Growth across Countries* considered the evidence on the impact of higher education on economic growth and productivity. They mentioned, higher education is recognized as a key economic sector in the UK, having an impact on economic growth and competitiveness. In most countries, there is a dilemma about the amount of public resources that should be devoted to education, which has been amplified by the period of fiscal adjustment faced by many of the advanced economies.

Edinyang, S. D., Odey, Clarence Odey, Gimba, Joseph (2015) in their paper *Academic Factors and Graduate Employability in Nigeria* investigated the influence of academic factors on graduate employability. They showed that academic discipline significantly influences graduate employability while academic achievement does not significantly influence graduate employability.

Carbonel, L. G., Sannadan, J. G. and Venus, J. J. (2015) observed that, employability of a College graduate is considered one major concern of the universities and colleges in the world today. It is one of the missions that an educational institution should look into in order to at least prevent or minimize the problem of unemployment and underemployment among the graduates.

Wilton, N. (2008) observed that, two dominant rationales- to service the high-skill labour requirements of a 'knowledge' economy and to increase educational and, subsequently, labour market opportunities for under-represented/disadvantaged

groups are put forward by UK policymakers for the continued expansion of higher education. He suggested that traditional disadvantages such as social class and gender are still apparent, regardless of this reported employability.

Bassam, A. (2013) in his paper *The Relationship between Governance and Economic Growth during Times of Crisis* examined that the economic crisis affects all aspects of life, resulting in political instability, personal financial troubles, and a growing number of business bankruptcies. In his paper he examined the strong relationship between governance and growth exists during economic crises or only during non-crisis periods.

Current Scenario of Graduate Employability in Bangladesh

Graduate Unemployment

Due to the absence of quality education and skilled labor force the number of unemployed graduates increasing day-by-day in Bangladesh. In every year almost half of the graduates came to the job market but they are not getting appropriate jobs according to merit or staying unemployed. The Economist Intelligence Unit (EIU)-British Council, (2013) stated that currently 47 percent graduates of Bangladesh are unemployed. The high unemployment rate is 65 percent in Afghanistan among the South Asian countries. The unemployment rate of India is 33 percent, more than 20 percent in Nepal, 28 percent in Pakistan and 7.8 percent in Sri Lanka. Country's current manpower is 5 crore and 67 lakh, according to the manpower survey-2010 of Bangladesh Bureau of Statistics (BBS). 5 crore and 41 lakh people are working among them. That means only 26 lakh people are unemployed. However, the survey says, 1 crore 11 lakh people works in the family but did not receive any wages. There are 1 crore and 6 lakh day laborers who do not have any working guarantee. The unemployment rate is 14.2 percent though the government of Bangladesh showed the less, thinks the World Bank. The 13 lakh people are being added every year on the job market. So there is a pressure on the economy to create new job places. According to the World Bank, the growth rate will be risen to 8 percent if the employment rate of Bangladesh can be increased 2 percent more. And then the country can be entered in middle-income level between 2021.

(<http://www.eduicon.com/News/Details/4275.html> retrieved on 22. 02. 2017).

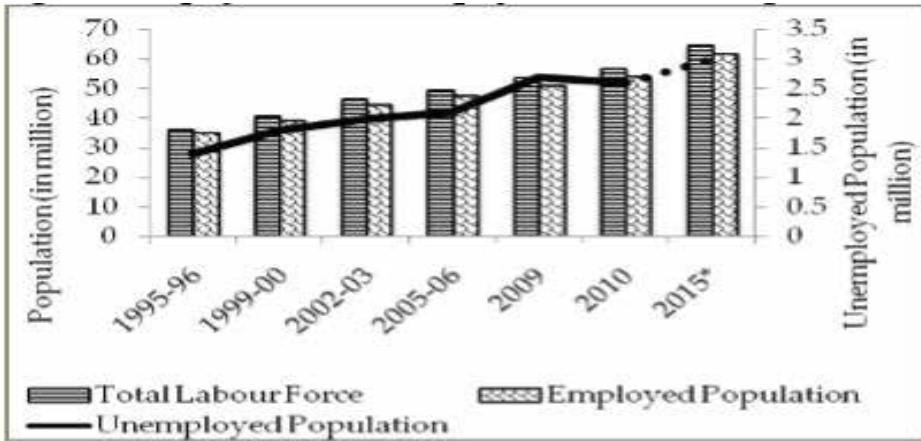


Figure-4: Employment and unemployment trend in Bangladesh

Adopted from: State of Unemployment and Poverty Bangladesh Economic Update, Volume 5, No. 5, May 2014, Unnayan Onneshan

The figure shows that a total of 34.8 million were employed and 1.4 million were unemployed in 1995-96 which increased to 54.5 million and 2.6 million of employed and unemployed population respectively in 2010. The employed population was 64.6 million and unemployed population was 3.3 million in 2015. The unemployment rate appears that education system is not effective and relevant for the graduates' absorption in suitable jobs.

Youth Unemployment

As per a report released by World Bank in 2013, about 41% of Bangladeshi youth were considered NEET (not in employment, education or training) and the portion of young unemployed NEETs was 78%. The report found that more than 75% of business leaders claimed that a scarcity of skilled young workers was a challenge to hiring youth. An International Labor Organization estimates that in 2013, the youth unemployment rate in Bangladesh was 10.3%, higher than the regional South Asian average of 9.45%, but lower than the world average of 12.4%. The World Bank report added that Bangladeshi youth work informally, with more than 95% of youth reporting to work in the informal sector in 2013, of which many are self-employed (31.7%), or in unpaid family work (11.1%) (Sohel & Khan, 2014).

Inter-Link of Graduate Employability, Economic Development and Good Governance

Graduate Employability and Economic Development

Economic development is the process by which the economic, political, and social well-being of a country can be improved for its common people. In another word, it is a process that fills different needs for different communities at different times. On the other hand graduates are regarded as key to economic development in both developed and developing countries nowadays. Fleischer (2002, p. 6) in his research on China shows a significant, positive relationship between higher levels of education and GDP, using aggregate data at the national and provincial level. Graduates, as a measure of country's resources, could restore long-term sustained economic growth. Graduates can deliver economic benefits to individuals as well as to a country also. In this regard, higher education has a significant role on graduate's individual career advancement and country's socio, political and economic development. In current employability context, higher education plays the key role in maintaining individual employability, as well as high quality in labor force. The World Development Report 1998/99 (World Bank, 1998) states: Knowledge is like light. Weightless and intangible, it can easily travel the world, enlightening the lives of people everywhere. Yet billions of people still live in the darkness of poverty unnecessarily. In part, at least, people live in poverty because they cannot reach the switch to turn on the light and that switch is called education (quoted from Kabir, 2014). A study conducted by Chen and Fang (2000) shows that, the stock of higher educated population has had a statistically significant, positive, and robust relationship to economic growth across provinces of China in the 1980s and 1990s. Thus many researchers suggest that economic development depends upon the role of graduates' employability through which it may promote good governance. Lack of skilled graduates may be a major impediment to economic development in our country, because graduates employability promotes economic growth, leads social transformation, and finds solutions to national development challenges. See the following figure:

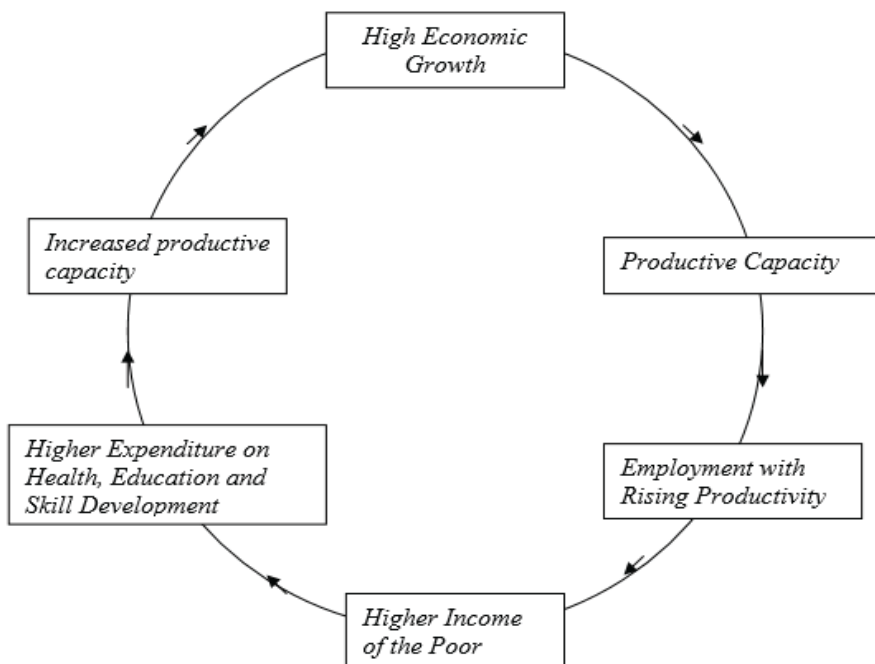


Figure-5: Linkage between Economic Growth, Employment and Poverty Reduction

Source: Issues in Employment and Poverty Discussion Paper-13, (2003)

The model in figure-5 shows that economic growth contributes to higher employment and higher employment leads to the reduction in poverty based on three factors. Growth factor- (the expansion of production), Elasticity factor- (improved quality and quantity of employment) and integrability factor- (advantage of the greater scope for improving the quality and quantity of employment). When graduates are not able to connect to the job market and when they are in unemployment, it impacts the ability of graduates to participate in the country's economy and threatens social and economic future and thus good governance also.

Good Governance and Economic Development

The concept of governance is a key issue for economic development at all levels. According to Rose-Ackerman,

“poorly functioning governments’ mean that out-side assistance will not be used effectively. Low-income countries and those with weak growth records are often in difficulty because they are unable to use their human and material resources” (Rose-Ackerman, 1999, p. 1). So, good governance is closely associated with economic development. In the contemporary global politics the issue of good governance is being considered for solving many problems in the developing countries. Developed countries and donor agencies always instruct the developing countries for sustainable development and good governance. Several International Organizations like World Bank, UNDP, IMF and good number of NGOs have started emphasizing on good governance as a pre-condition of delivery of their services and funds (Rahman, 2014, p. 32). Taking into account the view of Rose-Ackerman two researchers (Uddin and Joya, 2007) pointed out that poverty, poor health, low life expectancy and inequality based on income and wealth are endemic a major part of the world. Some countries have very low or negative growth rates. Even some countries have precious natural resources (e.g. Zambia) but they have poor growth records or low per capita incomes. World Economic Forum, (2005-2006) suggests that better governance will lead a country to achieve greater competitiveness. Competitiveness indicates the ability of a nation to maintain high rates of economic growth and productivity with sustained employment. More competitive economies tend to be able to achieve higher levels of income for their citizens. On the contrary, weak governance poses a major challenge not only to further gains in development but also to sustain economic growth achieved so far (Roy, 2006). He further added citing evidence from World Bank Documents; weak governance hinders growth and investment, and aggravates poverty and inequality. According to Harford (2006) governance problems foil every effort to improve infrastructure, attract investment, and raise educational standards. Governance and competitiveness may be related, but they are distinct notions. In fact, competitiveness incorporates some governance variables (Roy, 2006). According to Mehanna et al. (2010, p. 123) the issue of causality between governance and economic development is crucial and has many implications from an international agency perspective; resolving this issue would assist international organizations in their choices between prioritizing pro-growth or institutional policies. Sustainable development is another issue related to economic development because, without strong long-term economic growth, an economy will be in danger of collapsing during any economic or political crisis (Bassam, 2013). Consequently, economic growth concerns all nations trying to

increase their GDP per capita in order to increase their citizens' well-being (ibid).

The Challenges towards Graduate Employability in Bangladesh

There are several reasons for graduate unemployment in Bangladesh. Major challenges for graduate employability are: lack of quality education, skill shortage, unequal access to higher education, inadequate financing and governance arrangements etc. Some major challenges for graduate employability are mentioned here:

Lack of Quality Education

Quality of higher education is yardstick to measure the employability of the graduates. The current scenario of unemployment and under-employment of university graduates appears that the quality of education is low and not working efficiently and effectively. As per the report of The Economist Intelligence Unit (EIU)- British Council, January 2013, lack of quality education is responsible for low graduate employment or graduate unemployment in South Asian Countries and the main reasons for lack of quality education is lack of qualified lecturers, or low standard teaching. In Bangladesh political consideration is given priority in recruiting teacher in public universities leaving the talented and experts in their respective field with excellent content knowledge. According to one researcher (Alom, 2017) in our country most of the teachers are recruited without any Ph.D or Post Doctoral degree or most of them even have no quality publication or quality research proposal while without these qualifications nobody can be a teacher in Europe-American countries. On the other hand, according to Islam, M. S. (2016) lack of professionalism and skills of the teachers is another reason of low quality education. He stressed that in Bangladesh a PhD degree of the teachers is considered as the highest form of professional development other than their skills and specific knowledge. Recently a survey conducted by the University Grants Commission over 2 hundred and 50 teachers of the University of Dhaka, Khulna, Rajshahi and Bangladesh Agricultural University on low standard teaching says that 28% teachers are observed to be extremely poor in teaching. The UGC has identified that 13% are not at all concerned with research. 20% teachers are doing

well in this line, but their research hardly reaches the global standard (Billah, 2013).

Skill Shortage

Economist Intelligence Unit- British Council, January 2014, identifies other causes for higher graduate unemployment and these are: specialized skill shortage, soft skills shortage, communication skills shortage and brain drain etc. For example the EIU reports that the country has too many arts graduates. But Bangladesh do not have much emphasis on garments in higher education despite Bangladesh is the second largest garment exporting country in the world. This is similar in leather industry and another key sector-the EIU added. Bangladesh University of Textiles (BUTex) is the only public university specializing in textile engineering in Bangladesh, though there are 15 government and private textile engineering colleges under different universities which offer a B.Sc. in Textile Engineering. The report also shows that graduates are missing key soft skills and English language abilities though dynamic economies require innovative, risk taking, adaptable, and responsive to changing environments as Asian Development Bank (ADB) reported. The EIU report also mentioned that the communication skills of the best students of the public universities are not up to mark. Public universities, for example, are still traditional. Most of the universities both private and public still depend on conventional and outdated systems of imparting education. They have failed to keep up with the changing trends of education in the contemporary world. The EIU reported about brain drain that when workers are highly skilled and employable, they leave for abroad to get better pay overseas. The migration of higher skilled workers, especially within the health and IT sector, are also now increasingly common. Islam, (2008) observed that a large number of able students going abroad every year means that education system lacks adequate facilities for higher studies and research. It is also very frustrating that nearly 900 professors of different universities in Bangladesh live now in Canada, the USA, the UK or other parts of the world on lien, receiving their salaries here. Some of them are even living in Canada, with the support of social assistance grants for being unemployed or underemployed. They could make a huge difference for Bangladesh and its students by returning home, instead of receiving welfare doles abroad (Khaled, 2014). One of the legend economists of Bangladesh Wahiduddin Mahmud (Mahmud, 2016) stressed that the prevailing systems of higher

education do not seem to incorporate enough technical and employability skills that could directly lead to better labor market outcomes.

Lack of Adequate Research Work

Technical Assistance Consultant's Report, Asian Development Bank (2014) observed that while the government attached higher priority to primary education, followed by secondary education, with the active support of international development partners, the higher education is left out. Also, lack of international development partner support for the promotion of higher education led to no further improvement of the quality of outputs. The consequence is that Bangladesh still has no noteworthy research and development (R & D) centers, while North America has 861, Asia 655, and Europe 1,576.14. Billah, (2013) mentioned that most private universities are reluctant to do research which appears to be a major hurdle facing students in acquiring proper learning. Eleven private universities did not spend a single penny on research projects in the year 2011. He mentioned citing a report that the rest of the 41 universities spent a total of Tk. 91, 52,684 for carrying out research work in 2011. On average universities spent Tk. 63, 20,797 in 2011." BRAC University spent Tk. 142304907 for research and it is the highest amount for conducting research work in 2011.

Ranking Crisis

None of Bangladesh's 37 public universities and 95 private universities appears in the global rankings of universities around the world. The Economist observed that in South Asia "the disconnect between the needs of the market and the courses offered by higher education institutions has contributed to high levels of graduate unemployment and underemployment." Instead, various irregularities, political violence, political instability and governance related problems are the common scenario in most of the universities. For example, in most of the public universities due to frequent political instability caused by *hartal*, *oborodh* and strike academic activities are seriously disrupted which leads to session jams. On the other hand, most of the private universities with inadequate libraries and laboratories and insufficient full time faculty members adversely affect quality of education. Many teachers of the public university take classes in private universities without giving due importance to their usual classes in public universities which causes loss of the student of public

universities. Therefore, the performance of the students graduating from these universities is not so efficient and effected.

Unequal Access to Higher Education

The Bangladeshi education system has not been able to extend access on an equitable basis. Children from poor households and disadvantaged families cannot compete in a merit-based system of entry into higher education depending on their access to quality education at the primary and secondary levels. Indeed, with the increase demand for higher education overall participation ratios are quite low. Due to limited number of seats in public universities and high tuition fees charged by private universities only the affluent section in the society have access to higher education in Bangladesh; the students of lower middle class do not get equal access to higher education

Governance

Islam, (2008) pointed out that the greatest challenge to higher education in Bangladesh is in establishing the principles of good governance, which includes, authority, autonomy, transparency, accountability, participation, responsiveness, coordination, efficiency, capacity building, equity and sustainability. According to him most of the universities have been accused of serious administrative and financial irregularities, while many among the private universities have similarly been charged specially with lack of transparency, non-compliance of conditions set for them by UGC and the Ministry of Education.

Lack of Generic Employability Skill

Generic employability skills comprise a set of ‘transferable’ skills independent of the occupational sectors and organizations in which individuals work, and which contribute to an individual’s overall employability by enhancing their capacity to adapt, learn and work independently (Skills for Employability: South Asia, 2012). Within the USA and Canada, universities use critical skills deemed to be required for their workforce. Professional competencies, business skills and personal attributes are important employability factors in Taiwan. Among Indian business graduates further development in communication, critical thinking, information technology and teamwork are needed. There is a lack of generic employability

among Bangladeshi graduates in the field of various sectors like banking, communication, production, engineering, computer science and so on.

Lack of Training and Teaching Mind-set

Many of the teachers at the university level are not so qualified due to lack of any sort of training. In our country there is no training institute for the university teachers and only after completion of higher education almost all are recruited as the teachers at university level. On the other hand, many of the teachers of private universities are not mentally suited as teachers having opportunities to get government or other jobs. In many cases, they remain in teaching for certain or short tenure. They leave places when they get better jobs anywhere. As a result, students of some private universities are to face new but inexperienced teachers in almost all time. This temporary teaching process cannot make employable graduates.

Recommendations

Findings of this paper suggest that, policies and institutions need to upgrade the education system and to enhance graduates employability. The Following recommendations should be acknowledged:

1. The traditional, conventional and outdated education system of higher education prevailed in our universities should be re-evaluated, upgraded, modernized, need-based and more quality based through national planning and educational relevancy. The state needs to take responsibility for upgrading the education system of the country by developing academic curriculum and employability skills of the graduates, ensuring universal academic discipline and instituting graduate internship scheme at all area of specialization to keep pace with the demand of the contemporary global economy so that graduates can be specialists to their respective jobs.
2. The institutions should adapt new pedagogical approaches such as active learning and assessment techniques in education system. The government, the concerned persons related to education sector, the curriculum developers, the recruiters and the employers need to do work shoulder to shoulder to mitigate the mismatch prevailed in education system and to develop and reform academic curriculum including innovative, time-bound, need-based and international standard syllabus keeping in view

with employability skills of the graduates that can fulfill the current job market requires. Employers' views can be regarded on course design also.

4. New courses, need-based institutes and departments should be opened in the universities to keep pace with the growing demand situation of the modern era. Innovative and modern approach towards teaching and research based higher education should be ensured at all higher education institutions and the participation of all teachers and students should be ensured in research work accordingly.

5. The recruitment policy should be fair, transparent and free from all kinds of political biasness. Talented, highly qualified, skilled and expert teachers with scientific and content knowledge should be recruited in the higher education sector leaving political consideration.

6. Teachers' evaluation system should be implemented and developed in all educational institutions. A separate body like University Grants Commission to ensure research and quality of higher education in universities might be established. Accreditation council should do work for both private and public universities and the UGC should strengthen accreditation policy in this regard.

7. Political unrest, Teachers and students politics are common scenario in almost all the education institutions in Bangladesh. A recent report published in Bangladesh Pratidin on 01. 08. 2017 says that, 75% (more than 1000 among the total of 1992) teachers of Dhaka University are engaged in politics. The university should be kept aloof from any kinds of destructive politics which is barrier to education. Because congenial atmosphere in the education institutions is must for quality education.

8. Bangladesh already has 37 public and 95 private universities. The government has to think to give permission to set up new universities in near future. The government should take bold steps to ensure that quality education is given in those universities. To ensure quality education strategies should be adopted and laws with punishment may be passed in failing of ensuring quality education in the universities.

9. There is discrimination in access to education in Bangladesh. For example, in almost all private universities of Bangladesh, tuition fees are almost high that abstain the students from access

to higher education especially who are from poor or middle-income families. For this very reason, a uniform equal access opportunity should be ensured by the government. In this regard, laws, regulations and policies may be passed. Moreover, there is a quota system prevailing in Bangladesh for which the actual qualified job seekers are deprived of getting suitable jobs. This quota system should be stopped for the betterment of the countrymen or another strategic plan should be adopted in this regard.

10. The higher education institutions have to ensure soft or IT skill, technical or professional knowledge and behavior among their students. The teachers should emphasize in their lectures the necessity of knowledge of those in the present growing demand situation of the job market. Since technical education is correlated with employment; technical job oriented education, vocational and business orientated learning, practical guidance, graduate internship may be introduced and strengthened. Job-oriented and work-related education including the generic skills should be ensured in the curriculum and course design at all educational institutions.

Conclusion

Graduate employability has been associated with governance and economic development. On one hand, good governance has been one of the most important issues in recent Bangladesh, economic development, on the other hand, is a primary concern of nations, at every moment. Accordingly, the current graduate employability crisis has influenced the relationship between governance and economic development. The literature demonstrates the existence of the inter-link between graduate employability, governance and economic development, but hints the influence of the employability is on that relationship. This paper showed the relationship between graduate employability and economic development as measured economic development is the process by which the economic, political, and social well-being of a country can be improved for its common people and graduates are regarded as key to economic development. The influence of graduate's employability level on the relationship between economic development and good governance showed different relationships between governance indicators and growth with different development levels. In this paper I have argued that sustainable economic development in Bangladesh is now related to good governance and on the other hand continuation

of good governance is related to economic development and these two relevant issues are closely connected to employability of the graduates. New foundation for economic development in Bangladesh is therefore related to governance programs that emphasize the necessity of her own graduate's employability. In this regard this discussion on the graduate employability has emerged and influenced importantly on development and governance thinking in today's Bangladesh.

References

ADB (African Development Bank) (1994) *African Development Report*, The African Development Bank, Abidjan.

Alam, R. (2017) Deshta Zevabe Herey Jay, *Protom Alo*, 05, August, 2017.

Annual Report (2014) University Grand Commission of Bangladesh.

BBS, (2014) *Bangladesh Bureau of Statistics*, January, 2014, available at, www.bbs.gov.bd

Beveridge, W. H. (1909) *Unemployment: A Problem of Industry*, Longhams Green and Co., London.

Bassam A. (2013) 'The relationship between governance and economic growth during times of crisis', *European Journal of Sustainable Development*, vol. 2, no. 2.

Billah, M. (June 6, 2013) 'Current private university scenario', retrieved on 27. 02. 2017, from <http://bdeduarticle.com/current-private-university-scenario/>

Chen, B. & Feng, Y. (2000) 'Determinants of economic growth in China: private enterprise, education, and openness', *China Economic Review*, vol.11, no.1, pp.1-15.

Carbonel, L. G., M, Sannadan J. G. & Venus, J. J. (September 2015) 'The employment of the bachelor of arts in political science graduates at the Kalinga-Apayao state college', *International Journal of Advanced Research*, vol. 4, no. 9.

Chopra, V. K. (1997) 'The mirage of good governance' in *Towards Good Governance*, Chopra, S. K. (ed), p. 32, Konark Publishers Pvt. Ltd. Delhi.

Chisty, K. K. S., Uddin, G. M. & Ghosh, S. K. (2007) 'The business graduate employability in Bangladesh: dilemma and expected skills by corporate world', *BRAC University Journal*, vol. iv, no. 1, pp. 1-8.

Economic Intelligent Unit (September, 2013) *Skills Development in South Asia Trends in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka*, British Council.

Edinyang, S. D., Odey, C. Odey & Gimba, J. (September 2015) 'Academic factors and graduate employability in Nigeria', *Global Journal of Human Resource Management*, vol.3, no.5, pp. 9-17, European Centre for Research Training and Development, UK.

Eduicon.com. (March 02, 2014) 'Graduate unemployment rate increases in Bangladesh', retrieved on 20. 02. 2017 from <http://www.eduicon.com/News/Details/4275.html>

Fleischer, B. M. (2002) 'Higher education in China: a growth paradox?', Department of Economics, Ohio State University (mimeo).

Harford, T. (01 March, 2006) 'Why poor countries are poor' *Financial Times*.

Hinchliffe, G.W. & Jolly, A. (August 2011) 'Graduate identity and employability' *British Educational Research Journal*, vol. 37, no. 4, pp. 563-584.

Holland, D., Liadze, I., Rienzo, C. & Wilkinson, D. (August 2013) 'The relationship between graduates and economic growth across countries', Bis Research Paper No. 110, National Institute of Economic and Social Research.

Islam, F. (July-December 2008) 'Some issues of higher education in Bangladesh: analysis of demand, problems and trends', *Prime University Journal*, vol. 2, no. 2.

Islam, M. S. (February 03, 2016) 'Future of higher education in Bangladesh', *Daily Star*.

Kabir, M. M. (2014) 'Enhancement of seafarers' employability through capacity building in maritime education and training (MET): a case study of Bangladesh', World Maritime University Dissertations, paper- 465.

Khaled S. M. S. (2014) Problems and prospects of higher education in Bangladesh, *News Today*.

Knight, P. & Yorke, M. (2004) *Learning, Curriculum and Employability in Higher Education*, RoutledgeFalmer, London.

Mahmud, W. (2016) 'Education, jobs and economic development in Bangladesh' [Web Log Message], retrieved on 07.02.2017 from <http://blogs.worldbank.org/jobs/education-jobs-and-economic-development-bangladesh>

Mehanna, R., Yazbeck, Y. & Sarieddine, L. (2010) 'Governance and economic development in MENA countries: does oil affect the presence of a virtuous circle?', *Journal of Transnational Management*, vol. 15, issue 2, pp. 117-150.

Morse, G. W., S. Loveridge & Northeast Regional Center for Rural Development (1998) *Implementing Local Business Retention and Expansion Visitation Programs*, Pennsylvania State University, University Park, PA.

Pool, D. L. & Sewell, P. (2007) 'The key to employability: developing a practical model of graduate employability', *Education+Training*, vol. 49, no. 4, pp. 277-289.

Rahman, M. M. (January-June 2014) 'Rule of law and reality: Bangladesh perspective', *Prime University Journal*, vol. 8, no. 2, p. 32.

Rose-Ackerman, S. (1999) *Corruption and Government: Causes, Consequences and Reform*, Cambridge University Press, pp. 4-7.

Roy, D. K. (August, 2006) 'Governance, competitiveness and growth: the challenges for Bangladesh', ADB Institute Discussion paper No. 53.

Srivastava, A. & Khare, M. (31 August 2012) 'Skills for employability: South Asia', National University of Educational Planning and Administration (NUEPA), New Delhi, India.

Sohel, K. & Khan, M. J. (2015) 'Youth unemployment a big problem for Bangladesh', *Dhaka Tribune*, retrieved 2015, October 14, from <http://archive.dhakatribune.com/bangladesh/2015/oct/14/youth-unemployment-big-problem-bangladesh>

State of Unemployment and Poverty (May 2014) *Bangladesh Economic Update*, vol. 5, no. 5, Unnayan Onneshan.

The World Bank (1998) *World Development Report 1998/1999: Knowledge for Development*, Oxford University Press, New York.

Uddin, M. J. & Joya, L. A. (July-September, 2007) 'Development through good governance: lessons for developing countries', *Asian Affairs*, vol. 29, no. 3, pp.1-28.

World Economic Forum, (2005-2006),

Worldwide Governance Indicator (WGI) Project Reports, 2015

Yorke, M. and Knight, P. (Reprinted 2006) *Embedding Employability Into the Curriculum*, Higher Education Academy, York.

Yorke, M. (2006) *Employability in Higher Education: What it is – What it is not*, retrieved from <https://www.Heacademy.Ac.Uk/Node/3263>

Yorke, M. & Knight, P. (2006) *Curricula for Economic and Social Gain*. Higher Education, vol. 51, no. 4, pp. 565-588.

Antoinette in *Wide Sargasso Sea* as a Representative of Women's Liberation and Empowerment

Md. Abdul Awal¹

Abstract: The study analyses motivational parameters present among the sub-dominated women in Jean Rhys' *Wide Sargasso Sea* and other literary works. It investigates the roles of various individuals such as Antoinette in *Wide Sargasso Sea* to prompt women to be self-motivated rather than restricted and dominated under the system of patriarchy. It is not an exaggeration that this is about Antoinette's final step of act of self-determination which shakes the basis of patriarchal pillars and exerts an abiding influence on timid and sub-dominated women. One can raise a question on whether Antoinette's final action makes any solution to or liberation from marriage. The paper seeks to assess how Antoinette's self-actualizing awareness determines self-empowerment of an individual as an equal being in the world. Finally, the paper advocates human rights in general in order to contribute significantly for the betterment of the world by showing how both male and female characters achieve emancipation at the end of the novel.

Keywords: Representation of women, women's empowerment, liberation, subjugation and feminism.

Literature echoes cultural constructs and attitudes of its period that, of course, comprises attitudes towards women, their positions, their roles and their expectations. But a literature encumbered with male-orientated outlook would be failing in its first prerequisite to present a realistic or convincing portrait of the world. Feminism has progressively become more far-ranging and more subtle in its retort to male-dominated society. Many injustices still require to be corrected, but equally compulsory is a down-to-earth, tolerant and compassionate view of fellow human beings. Feminists have argued for equal rights for women since this is the only way to overcome the barriers of the centuries of bias.

Feminist theory is the extension of feminism into theoretical or philosophical discourses. It aims at understanding the nature of gender inequality. It examines women's social roles, experiences, interests, and politics in various fields, such as

¹ Assistant Professor, Department of English, Prime University Dhaka, Bangladesh. E-mail: awalnanny@yahoo.com

anthropology, sociology, psychoanalysis, economics, literature, education, communication and philosophy. Simone De Beauvoir's *The Second Sex* (1949) is the starting-point for any study of feminist theory. The book explores why woman is considered the "other" in society. Beauvoir states, "[r]epresentation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with absolute truth" (p.161). She further points out—

"But women do not say 'We', except at some congress of feminists or similar formal demonstration; men say 'women', and women use the same word in referring to themselves." (in "Introduction", *The Second Sex*)

Beauvoir's work initiates almost every debate waged within feminist thoughts up to the present day to raise awareness concerning woman rights.

Living has always been hard for women. They have long been kept in physical and social restrictions by the system of male-dominated society which had existed long before. As a result, the underdeveloped countries are faced with an endemic poverty since most women have been treated as tools, not as productive individuals taking part in economic and developmental affairs. Similarly, Antoinette in *Wide Sargasso Sea* is treated as a tool rather than a productive human being. But now the question is: how will women of the underdeveloped countries, especially of the remote villages, be the assets by playing the role of Rhys' Antoinette? The answer will point to the possibility of whether the women of the world can be on the road to attain their rights and achieve equality, shaking off social barricades and superstitions. Even the women of underdeveloped countries do a lot of work as Antoinette does for the families without demanding any wage. Nevertheless, they are still being tortured both mentally and physically. From this perspective, Antoinette, the protagonist of *Wide Sargasso Sea* has been chosen as a model in this article. Feminist criticism to be given their rightful credit and acknowledgement while at the same time making it clear that the approach they represent is no longer generally regarded as a model for practice." (Barry, p. 122). The self-determination of Antoinette will be a weapon for the women of underdeveloped countries to bring liberation and determine peace and happiness in their psyche. They will not be treated as house-keepers, co-partners and tools in the society. In the beginning of the novel, it is seen that how Antoinette is ignored and beaten by her neighbors. She suffers greatly both psychically and psychologically. She says:

They hate us. They call[ed] us white cockroaches. Let sleeping dogs lie. One day a little girl followed me singing, Go away white cockroach, go away, go away. I walked fast, but she walked faster. White cockroach, go away, go away. Nobody wants you. Go away... It is a song about a white cockroach. That's what they call of us who were here before their own people in Africa sold them to the slave traders. And I've heard English women call us white niggers. So I often wonder who I am and where is my country and where do I belong and why was I ever born at all.

(Rhys, *Wide Sargasso Sea*)

And after marriage she is tortured as an impoverished servant by her husband, Mr. Rochester. But later we see how Antoinette is neglected, blamed and everything falls apart to her. She recalls, "I prayed, but words fell to the ground meaning nothing" (36). She has experienced so much sadness and pain; he (her husband, Rochester) is dismissive of her pain, uses sex to ignore her suffering (53). She is not treated as a human being through out her life. It is still common incidents for the women of the underdeveloped countries of the world. If it exists and the females concerned are not allowed to be contributors in this challenging millennium, how will one see development in the true sense? If this maltreatment towards the women continues, is it possible to make the country a good one? Therefore, it is crucial to represent Antoinette's last act of self-determination which challenges the basis of patriarchy and to make women of the entire world aware for the betterment of the world.

In *Wide Sargasso Sea*, Rhys gives many hints of the roles of the postcolonial society and how the women are being treated at present time, illustrating social values and stereotypes. The Anglo-American feminist critics such as Sandra M. Gilbert and Susan Gubar argue that Rhys also converts the traditional stereotypes of women by making the reader sympathize with the emotional and sexual madwoman. Olaussen argues that Antoinette's hunger for sex, showing sexual emotions, and craving sex also becomes a crucial point in labeling Antoinette as morally mad (Olaussen, 1992, p.60). It is argued that Rhys has more scope to explore sexuality "... as it was written post colonialization" (Lewkowicz, 1) and of a more liberal era. Rhys through her novel breaks the female stereotypes by seemingly submitting to them but simultaneously converting them. Her language is experimental. In the spirit of Helene Cixous, Rhys's language seems to derive from the unconscious, emotional and subjective- in Julia Kristeva's terms, the 'semiotic'-feminine experience of the writer. And therefore *Wide Sargasso Sea* can be seen as an example of 'écriture feminine'. Rhys' female characters strive to achieve an ideal set before them through the

norms of the male dominated society. The confinement of the middle-class Creole women to the domestic sphere is represented ideally in her *Wide Sargossa Sea*. The novel purposefully problematizes its conceptions of gender. Antoinette in it is a direct victim-woman of the imperial social system. Her name is very familiar to Annette, her mother's name which may be a suggestion that their fates are same, and that the daughter will not be able to escape the same fate as her mother. Antoinette herself is trapped within the "madhouse" that is her home with her husband, Mr. Rochester. "I am not used to happiness, 'she said. 'It makes me afraid'" (Rhys, p. 71). Chesler argues that in a patriarchal society women who show physical and verbal rage are "abandoned by men as "crazy", as well as "unfeminine" (Chesler, 1972, p.45). Antoinette's husband, Rochester makes a pen for her since she as a deceitful wife may poison her husband. According to Rochester, Antoinette does not act and behave anything like an English lady when it comes to her sexuality. "She'll moan and cry and give herself as no sane woman would – or could" (Rhys, p.106). Antoinette works for her husband, helps him and takes care of him with affection symbolizing the fickleness of her husband's ideas and beliefs. However, Antoinette's final step of act of self-determination makes *Wide Sargasso Sea* a feminist novel where it is made clear that women are independent beings.

Rhys in *Wide Sargasso Sea* presents in a ground-breaking and sensible mode concerns for human rights in general and women's rights in particular. After getting married with Mr. Rochester, Antoinette finds herself at the centre of disturbing rumors which gradually poisons her husband's mind against her. He says to her, "She was a stranger to me, a stranger who did not think or feel as I did" (Rhys, p. 55). She suffers from psychically and psychologically. Her loneliness kills her. Schapiro notes that *Wide Sargasso Sea* "explores a psychological condition of profound isolation and self-division... the condition is bound up with another of the novel's characteristically: the conviction that betrayal is built into the fabric of life" (Schapiro, 84). Antoinette does everything properly for her husband who keeps calling her "marionette". As a woman she has no identity of her own when she loses even her name. Renaming her is one way in which Rochester exerts his masculine power over his wife. He thinks that she is only a puppet, a doll: "The doll had a doll's voice, a breathless..." (Rhys, p. 135). She silently forbears her husband's maltreatments. Finally, she experiences the bitterness of betrayal. Rhys presents the idea of a woman as an imprisoned

victim oppressed by the standards and ideals prevailing in the patriarchal, phallogocentric society dominated by the male form of *logos*, language (Selden, p. 139). One can see Antoinette's reactions, when she realizes the force of empowerment in the following lyric of Madonna, a pop singer:

You always taught me right from wrong
I need your help, daddy please be strong
I may be young at heart
But I know what I'm saying

The one you warned me all about
The one you said I could do without
We're in an awful mess, and I don't mean maybe – please
Papa don't preach, I'm in trouble deep
Papa don't preach, I've been losing sleep
Available at ((Madonna, "Papa Don't Preach")
<http://www.azlyrics.com/lyrics/madonna/papadontpreach.html>)

The verse echoes Antoinette's realization and reaction in *Wide Sargasso Sea*. At last she comes out from the pen of her husband out of her self-determination which shakes the foundation of patriarchal pillars. We can compare her realization to S.T. Coleridge's axiom "a sadder, and a wiser" in "The Rime of The Ancient Mariner". One can also compare Antoinette's suffering and empowerment with what the chorus says in *Agamemnon* — "[wo]man must suffer to be wise". Through passing a state of turmoil, submissive and vulnerable women like Antoinette can experience reality by escaping from myths to the real world, a world of their own.

Women in underdeveloped countries are restricted by rituals of backdated patriarchal system. In this system, women are treated as maid-servants of men rather than collaborators or partners. They are emotionally and mentally suppressed, and that is what Rochester does to Antoinette:

'Die then! Die!' I watched her die many times. In my way, not in hers. In sunlight, in shadow, by moonlight, by candlelight. In the long afternoons when the house was empty. Only the sun was there to keep us company. We shut her out. And why not? Very soon she was as eager for what's called loving as I was- more lost and drowned afterwards. (Rhys, p. 68)

It could be argued that men need to associate women with death in order to control them- they need to kill them. This misjudgment exists everywhere. At a certain point in their lives they are, however, able to realize through intellect and wisdom the need to get empowered. In some cases, the under-representation of women in decision-making at different levels increases incidences of violence against women. This is only

because “men want to dominate and separate” (McCann, Kim. 2003, p.434). The discrimination is more evident in issues of lawful share such as marriage, land, property and inheritance. Besides, it is a fact that women continue to be affected more by poverty. In addition, new challenges for women’s empowerment and issues of gender equality are productive fields of research concerning the egalitarian space for humankind. We find the expressions of revolution and resistance in the following a few stanzas of “Still I Rise”:

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
I rise
I rise.

(Angelou, “Still I Rise”)

“Still I Rise” is one of Angelou’s most celebrated poems. She has made it a vehicle for conveying her sense of confidence, African-American pride, feminism, independence, and resistance. Angelou never truly experienced love in her life like Antoinette, and instead she desired to gain independence from her bitter experiences as Antoinette did in *Wide Sargasso Sea*. Many would not accept adolescent women’s independence and sovereignty, but Angelou goes on to protest and keep a strong stance. She shows her craving for independence in these lines—“Why are you beset with gloom? /’Cause I walk like I’ve got oil wells/Pumping in my living room.” Through these lines, Angelou defies that females are fit to work, earn money or manage business. In the same way, Antoinette, having experienced a lot of physical and mental tortures from both her father and husband, gets empowered through her steps of act of self-determination. She says, “Now at last I know why I was brought here and what I have to do” (Rhys, p. 123). Her self-determination implies the individuals’ estrangement from the inhumanity of the male dominated society and motivates women to be self-dependent.

Progressive and liberal writers, both male and female, through their writings and activism, raise a sense of awareness among

women that makes them empowered. Since the publication of John Stuart Mill's *A Vindication of the Rights of Women* in 1797, which speaks of the rights of women, an influential campaign mainly carried out by the male writers for the recognition of women's rights has existed. *Rokeya Sakhawat Hossain*, the pioneer of woman emancipation in South Asian sub-continent, published *Sultana's Dream* originally in English in 1905 that marked a new era in the history of feminism. "Written in a science fiction style unique at that time, *Sultana's Dream* was the first fictional work among the Bengali Muslim woman writers" (Hasan, p. 107). As a prolific feminist activist, Begum Rokeya Sakhawat Hossain, through her life, thoughts, writings, and social activities inspired and motivated the women of the Indian sub-continent for emancipation and drew the attention of the entire world. *Sultana's Dream* articulates the dreams of all women of today's world: the dreams of education, human rights, freedom of movement, political recognition and handling scientific tools for a better living. Despite her strong voice and representation in the field of woman liberation, women still are in darkness in most villages. Rokeya's light has not spread to the remote villages of the underdeveloped countries. The dreams of *Sultana* still remain dreams to them. However, Antoinette in *Wide Sargasso Sea* declares boldly:

I got up, took the keys and unlocked the door. I was outside holding my candle. Now at last I know why I was brought here and what I have to do. There must have been a draught for the flame flickered and I thought it was out. But I shielded it with my hand and it burned up again to light me along the dark passage.

(Rhys, *Wide Sargasso Sea*)

That is, Antoinette is no more ready to tolerate patriarchal ill treatments since she has experienced a sense of emancipation through living with her step-father, brother, and husband. Her self-actualizing awareness challenges the existing conventional values and makes women conscious of participating in the development process of the world. However, the status of women in the post millennium contexts of underdeveloped countries is far beyond the utopian depiction of powerful women in *Sultana's Dream*. They are kept away from progressive activities in the underdeveloped countries. Antoinette's self-confidence may be supportive for the literate women to be more enthusiastic for the development activities. She says to her husband: "I wish to stay here in the dark...where I belong" (Rhys, p. 105).

In Thomas Kyd's *The Spanish Tragedy*, the suggestive speech of Lorenzo shows us the effect of generalization that

emphasizes the point he wishes to make to his sister, Bel-imperia as a lure of Balthazar. Lorenzo says to Balthazar:

Lorenzo says to Balthazar:
Then in your love beware, deal cunningly,
Salve all suspicions, only soothe me up;
And if she hap to stand on terms with us,
As for her sweetheart, and concealment so,
Jest with her gently: under feigned jest
Are things concealed that else would breed unrest.
(The Spanish Tragedy, Act-iii, Scene-x)

The patriarchal advice is that young girls should abide by by ignoring their right choices. The lines also indicate a sententious quality of male domination over the women who do not have reactionary voices. Like Bel-imperia, women of many under developed countries are still being dominated. They need to be free for the overall development of the countries. Antoinette's action could inspire them to come out of social taboos and obstacles in order to contribute to a broader canvas of society. Whereas Bel-imperia fails to do that and finally she kills herself, Antoinette could inspire the women to be independent. She does have the power of sight. "Men will have to come to terms with women power" (Shobha De, 1994). Actually Rochester is threatened by Antoinette's knowledge. He notes her eyes:

She wore a tricorne hat which became her. At least it shadowed her eyes which are too large and can be disconcerting. She never blinks at all it seems to me. Long, sad, dark alien eyes. Creole of pure English descent she may be, but they are not English or European either. (Rhys, p.39)

Sylvia Plath in her only novel, *The Bell Jar* illustrates the value and belief of patriarchal partiality—

The hotel- the Amazon- was for women only, and they were mostly girls my age (Esther Greenwood) with wealthy parents who wanted to be sure their daughters would be living where men couldn't get at them and deceive them; and they were all going to posh secretarial school like Katy Gibbs, where they had to wear hats and stockings and gloves to class, or they had just graduated from the places like Katy Gibbs and where secretaries to executives and junior executives and simply hanging around in New York waiting to get married to some career men or other.

(First Chapter, Sylvia Plath's *The Bell Jar*)

The Bell Jar is often regarded as the protagonist's descent into mental illness that parallels Plath's own experiences of what might be seen as clinical depression. The novel presents the transformation of Esther Greenwood from a young woman who hates the idea of serving men in any way to one who appears to

get her exit from asylum. *The Bell Jar* illustrates that collusion by proposing, through its representation of Esther's recovery, an ideal of a self uncontaminated by others as we find in Antoinette's case. Thus, we can realize that the narration of the protagonist, Esther Greenwood does not echo the culturally acceptable role of womanhood of that time while she was living in the hotel. She has opposed the way of stereotyping women. The platform for action is described as an agenda for women's vulnerable and submissive lives.

Arundhati Roy's *The God of Small Things* (1997) illustrates the value and belief of the women through anger, rage and revolution against male society. The following lines can be culled:

Suddenly Ammu hoped that it had been him that Rahel saw him in the march. She hoped it had been him that raised his flag and knotted arm in anger. She hoped that under his careful cloak of cheerfulness he housed a living breathing anger against the smug, ordered world that she raged against.

The God of Small Things focuses on issues related to social justice and economic inequality. The novel presents the transformation of Ammu from a young woman who hates the idea of serving men in any way to one who appears to get exit from her husband. What's interesting about her is her resistance to social norms. She does not feel like she needs to be ashamed of her divorce. Instead, she feels like she wasted her best years. This quality sets her apart from the other women of the household. Ammu does not think too much about the social rank. In fact, she is proud that Velutha was spotted at the communist march, figuring that they both find society's norms oppressive and wrong. This does not mean that Ammu does not care about appearances altogether; she wants her kids to behave well so that everyone can see that a woman on her own can be both independent and a good mother. *The God of Small Things* portrays that collusion by proposing, through its representation of Ammu's recovery, an ideal of a self uncontaminated by others as we find in Antoinette's case. Thus, we can realize that the narration of the protagonist, Ammu does not echo the culturally acceptable role of womanhood of that time while she was living in the divorce. She does not pay heed to what other people are thinking about her. She has opposed the way of stereotyping women. The platform for action is described as an agenda for women's emancipation and empowerment.

Women's empowerment can be understood as a process whereby women, individually and collectively, develop

awareness of the existing discriminations and inequality between women and men. Esther Greenwood among other women points out how the maltreatments affect their lives. She understands how power structures and power relations produce and reinforce discrimination and inequality. She wants to attain self confidence, capacities and resources required to challenge gender inequalities. The concept of empowerment visualized through Antoinette's self-actualizing awareness motivates women of underdeveloped countries to participate increasingly in the development processes. Without being afraid or ashamed, "woman must write woman" (Cixous, p. 247) encountering and embracing their gender and sexuality. They need to be able to assert their own agency that would eliminate gender discrimination. With their own voice and agency they can be involved in raising awareness, building self-confidence, making choices and decisions, and having access to, and control over, resources. One can note that there have been significant advances for women in many parts of the world in relation to health, education and employment over the past decades.

Ophelia in *Hamlet* of William Shakespeare is shown to be a tool for the men around her. She follows orders senselessly as Antoinette initially does in *Wide Sargasso Sea*. Ophelia is manipulated by her lover, Hamlet and his father, Polonius, and so is Antoinette by her father, brother and husband. Ophelia is portrayed as a voluptuous and docile female. She has no identity to draw upon from the past other than her role as a tool to the males. Unlike Antoinette, Ophelia fails to represent herself as a feminist protagonist of the play. Ophelia represents the opposite instead, indulging into allowing herself to be entirely defined by others as she is unable to recognize herself as an independent human being in their (males) absence. This over dependence finally leads her to death through madness. This type of overdependence of women on men still exists in many underdeveloped countries that frustrates the development of the world. But Antoinette comes to know the value of being and takes proper steps to uphold her position out of self-exploration. "An exploitation of a sense of self through both personal and group history to the final end of articulating a narrative of the self with a clear sense of one's place among one's people, in an accepted or chosen location" (*Black Feminist Criticism*, 1988, p. 3) The productive power of women should not remain unused but rather women should be encouraged to become involved in the development process of the developing countries resulting in progress of the world. Ophelia is characterized as a "helpless", "controlled", "dominated", "centered" and "identified" woman who loses

even her own identity. She cannot make out the fake policy of the males whereas Antoinette can. We see how Ophelia is controlled psychologically by her brother, Laertes through the following lines:

Perhaps he loves you;
And now no soil nor cautel doth besmirch
The virtue of his will; but you must fear,
His greatness weigh'd, his will is not his own.
For he himself is a subject to his birth:
He may not, as unvalu'd person do,
Carve for himself, for on his choice depends
(Act-I, Scene-iii, lines 14-19)

These lines show that Laertes is a moralist. Soon afterwards we find Polonius acting the part of a moralist to his daughter as Rochester to Antoinette. Thus, the father and the son share the same tendency to moralize, rather demoralize genders. Laertes' speech shows his talent to make a general estimate over women in order to emphasize the point that Ophelia is a plaything. Rochester in *Wide Sargasso Sea* plays the traditional role in dealing with Antoinette under the system of patriarchy in which every woman must act according to the will of men. Rochester is a dishonest man and lied to Antoinette. She herself cannot initially help believing to the falsifications of the system of patriarchal evil policy. Rochester makes a number of false excuses before marrying her:

From a little distance I spoke gently. 'What is the matter, Antoinette?
What have I done?'
She said nothing.
You don't wish to marry me?
'No.' She spoke in a low voice.
'But why?'
'I'm afraid of what may happen'
'But don't you remember last night I told you that when you are my
wife there would not be any more reason to be afraid?'
(Act-iii, *Wide Sargasso Sea*)

Antoinette has experienced the fake promises of her husband. She cannot but accept the male domination for a while. She is afraid of the misjudgments of the male dominated society. She soon realizes that her husband does not love her. He even tells her to go to the brothel. Her brother betrays with her. Even her father scolds her for allowing herself to get lured into Rochester's sweet talk and emphasizes the need for her to stay away from his temptations. They think that she is spiritless and does not know how to react. Rochester in one scene also humiliates Christophine, her nanny, the only one well-wisher of Antoinette. Rochester says to her that she is nothing but trouble. He keeps saying: "Christophine is an evil woman and you know

it as well as I do...She won't stay here very much longer" (Rhys, p. 94). To break up the bond that Antoinette and Christophine have, Rochester threatens to call the police to get out Christophine from the island. Harrison's consideration of Annette's role in Antoinette's dream is particularly a useful argument here:

Antoinette's relationship with her mother seems to exacerbate the uncertainty in Antoinette that allows the dream-text to surface, the mother's role in this sense confirming the ontological uncertainty that is the result of, as well as a central fixing place for, the interracial incident with Tia: the hurtful, perhaps truthful, name-calling. Nevertheless, in the child's mind, she remains in her mother's keeping "safe" from strangers. She is not safe, however, from her bond with her mother, from an identification with her for good or ill.

(Harrison, 1988, p.174)

Throughout the novel the female characters have been tortured and controlled both physically and mentally by the males to fulfill their wishes. Rochester married many not Antoinette. "All women characters in Rhys's fictions are mercilessly exposed to the financial and gendered constraints of an imperial world" (Humm, p. 187). In order to satisfy them Antoinette has to bury her own wills and wants. In this way, she initially remained a tool in the hands of her father, then to her husband. Rochester scolds her: "She was only a ghost. A ghost in the grey daylight. Nothing left but hopelessness" (Act-III, *Wide Sargasso Sea*). The following quote from *A Doll's House* can be culled here:

Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me any orders he pleases--I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman!

(Act-iii, Ibsen, *A Doll's House*)

Antoinette's husband continues blaming her even though she never ignores any work assigned by him. Antoinette is always ready to serve and satisfy the family and husband but is treated as a pawn to her husband. She has been separated from the relationship. She does, however, not think like a brainless woman. She understands the injustice and cruelty of the male dominated society. She is determined to leave him in order to establish her own ideology as a representative. "Ideology is a representation of the Imaginary Relationship of Individuals to their Conditions of Existence" (Althusser, p. 89). Hence the representation of Antoinette would inspire the women of the underdeveloped countries to be enthusiastic to contribute to their countries' development. Antoinette shifts from

subjugation to self-realization for living as a human being to be a contributor to the world's peace and happiness for humankind. Similarly, the will of the women of the underdeveloped countries is determined by the system of patriarchy. But, it is quite impossible for the males alone to make underdeveloped countries developed. If this male domination continues, if the women do not awake as Antoinette does and if they do not take part in challenging work, the underdeveloped countries will remain backward.

In *Heart of Darkness*, Conrad's outlook on women embodies the distinctive nineteenth century view of women as the inferior sex. There are only three relatively minor female characters in *Heart of Darkness*: Marlow's aunt, Kurtz's mistress, and Kurtz's "Intended." While they definitely play specific roles in the story, they are not related to the primary theme of the story. The primary theme focuses more on how Marlow's journey to the heart of darkness contrasts the "white" souls of the black and the "black" souls of the white who exploit them, and how the journey leads to Marlow's self-discovery. Marlow's aunt makes the total arrangement of his journey but she is not associated with the main storyline of the novel. Kurtz's fiancée has been waiting long for him but she is not even given a name as her identity. More painfully, she has to be satisfied with Marlow's falsification of Kurtz's demise. The novel shows us that men's outlook on women embodies idiosyncratic views of women as the inferior sex. However, Antoinette in *Wide Sargasso Sea* is given an agency to resist and reject all sorts of fakeness and arbitrariness of the male. She upholds herself as an independent human being through her self-realization. We see her retorting to Rochester, "Bertha is not my name. You are trying to make into someone else, calling me by another name" (Rhys, p. 115).

In *A Room of One's Own*, Virginia Woolf uses mirror for women that further assists the reader in interpreting Antoinette's character that lacks any identity of her own. Woolf through her reading of modern history suggests that "male historical figures could not have reached their status without their relationships with females" (Brown unnumbered). Her following statements echo Antoinette's reflection:

Women have served all these centuries as looking-glasses possessing the magic and delicious power of reflecting the figure of man at twice its natural size. Whatever may be their use in civilized societies, mirrors are essential to all violent and heroic action. That is why Napoleon and Mussolini both insist so emphatically upon the inferiority of women, for if they were not inferior, they would cease to enlarge." (Woolf, p. 36)

Woolf's interpretation of history provides a helpful context for understanding Antoinette's character as a "mirror" that points to the importance of women who "reflect" men. Her identity essentially rests upon this relationship. Despite the tendency of the male characters who use Antoinette as a "looking glass" by casting their reflection upon her and showing the audience their power over her, Antoinette is not completely blind to the evils of the patriarchal system. She understands the politics of the male control and challenges her husband's command by igniting the house. She does not intend to die like other protagonists but rather she makes a world of her own as a human being. She wants to make the women of underdeveloped countries reawake and fulfill their duties and responsibilities to make a peaceful world. Antoinette's final action of self-determination implements Aeschylus' philosophy in *Agamemnon* in which the chorus articulates the very truth that "[wo]man must suffer to be wise". Thus, the action of Antoinette should be emphasized in the context of the third world under-developed countries to make women powerful to advance the world. Because "Women are not hierarchical but egalitarian...they want to communicate and connect." (McCann, Kim, p. 434)

The sense of motivation present among the spirited women makes them achieve gender equality and empowerment and have a different vision of the world that will ultimately eradicate different aspects of existing inequality between women and men. Antoinette's vision is to build a world in which men and women would work together as equal partners to secure better lives for themselves and their families. In this world, women and men would have equal share of all basic needs, economic affairs, voices, freedom, leisure and so on. They would take care of children, the elderly, and the sick equally. They would not be any more under the rule of men but rather they would be involved in human resource development, higher institutions and decision-making processes thus making a happy world by their enthusiasm and contributions. They would be democratic and open-minded and all human beings would treat each other with respect and dignity. This is the vision of underdeveloped country's women that can be materialized when they, through their commitment and accountability, achieve Antoinette's sense of liberation and power to protest. The women of the entire world can play a vital role in raising awareness, particularly in villages in under-developed countries. They come out like Esther Greenwood in Plath's *The Bell Jar* with full commitment and all required resources to achieve equality, development and peace, and fulfill the promises

made to the world. A similar spirit Virginia Woolf pronounces, "As a woman I have no country. As a woman my country is the whole world" in *A Room of One's Own*.

Works Cited

Althusser, L. (1989) 'Ideology and ideological state apparatus' in *Contemporary Literary Theory*, Dan Latimer (ed), Jovanovich, Harcourt Brace.

Angelou, M. (1978) 'Still I Rise,' *And Still I Rise*, Random House, USA.

Angir, C. (1990) *Jean Rhys: Life and Work*, pp. 525-567, Andre Deutech Ltd, London.

Barry, P. (2009) *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd edn, Manchester University Press, Manchester. [Print]

Beauvoir, S. de (1972) *The Second Sex*, Trans. H. M. Parshley, Vintage, New York.

Brown, H. (2004) 'Gender and identity in Hamlet: a modern interpretation of Ophelia', *The Myriad: Undergraduate Academic Journal*. [Summer]

<<http://www.westminstercollege.edu/myriad/index.cfm?parent=2514&detail=2679&content=2680>>

Busia, Alben P. B. (1988) 'Words and whispered over voids, a context for black women's rebellious voices in the novel of the African Diaspora', *Studies in Black American Literature-III: Black Feminist Criticism and Critical Theory*, Joe Weiximaimn and Houston A. Baker, Jr., Greenwood, (eds), The Penkevill Publishing Co., Florida.

Coleridge, S. T. (2010) 'The Rime of Ancient Mariner,' *The Rime of Ancient Mariner, Kubla Khan, Christabel, and the Conversation Poems*, Digireads Com. Publishing, New York.

Conrad, J. (1902) *Heart of Darkness*, Penguin Books, London.

Chesler, P. (1972) *Women and Madness*, Avon Books, New York.

Gilbert, S. & Gubar, S. (1988) *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*, Yale University Press, New Haven.

Hasan, S. M. (2013) 'The vortex of postcolonial identities in the new world order with reference to select South Asian novels in English,' PhD dissertation, The English and Foreign Languages University, India.

Hossain, R. S. (2005) *Sultana's Dreams*, Tara Publishing, India.

Humm, M. (1995) 'Third world feminism: Jean Rhys, *Wide Sargasso Sea*,' *Practicing Feminist Criticism: An Introduction*, Prentice Hall, Great Britain.

Ibsen, H. (2010) *A Doll's House*, Friends Book Corner, Dhaka. [Print]

Kyd, T. (1900) *The Spanish Tragedy*, A B C Black Publishers Limited, London.

Lewkowicz, S. (2004 2012) 'The Experience of Womanhood in *Jane Eyre* and *Wide Sargasso Sea*,' *The Victorian Web*. [2004.Jan 5th 2012, Web]

McCann, Carole Ruth (2003) *Feminist Theory Reader: Local and Global Perspective*, Routledge, New York.

Nancy, R. H. (1988) *Jean Rhys and the Novel as Women's Text*, University of North Carolina Press, Chapel Hill.

Olaussen, M. (1992) *Three Types of Feminist Criticism and Jean Rhys's Wide Sargasso Sea*, Institute of Women's Studies at Åbo Akademi University, Finland.

Playth, S. (2005) *The Bell Jar*, Harper Collins, New York.

Rhys, J. (1966) *Wide Sargasso Sea*, Penguin Books, UK.

Roy, A. (1997) *The God of Small Things*, Indialnk, India.

Schapiro, B. A. (1994) 'Boundaries and betrayal in Jean Rhys's *Wide Sargasso Sea*,' *Literature and the Relational Self*, Jeffrey Berman (ed), New York University Press, New York.

Selden, R., Widdowson, P. & Brooker P. (1997) *A Reader's Guide to Contemporary Literary Theory*, Prentice Hall, Hertfordshire.

Shakespeare, W. (1897) 'The Tragedy of Hamlet, Prince of Denmark', *Hamlet*, George Bell & Sons, London.

Shobha, D. (1994) *Shooting from the Hip: Selected Writings*, UBS, New York.

Woolf, V. (1929) *A Room of One's Own*, Random House, USA.

A Study on Pragmatic Implementation of Technology at Tertiary Level ESL Classrooms in Private Universities of Bangladesh

Prova Ummay Afzalean¹

Abstract: Communicative Language Teaching (CLT) is in practice at secondary, higher secondary and tertiary level in Bangladesh whereas technology has a great impact on the quality and quantity of teaching and learning system of language. The rapid rising and development of technological infrastructure brought a revolution in the teachers' perspective all over the world. In the context of Bangladesh, if language learning successfully is not possible, the situation may be frustrating. So for developing four language skills of reading, writing, listening and speaking, technology can play an essential role in providing valuable support to ESL learners as they can learn their second language spontaneously. Innovative tools of technology for language teaching should be launched for making the language classrooms at tertiary level more effective and interesting. This article focuses on how technology can be a supplement as teaching tool for teaching English to the ESL learners at tertiary level in Bangladesh and also on the effectiveness and limitations of using technology in ESL classrooms. This study has been done throughout questionnaire survey both from students' and teachers' point of view of different private universities. The survey result has been analyzed and some suggestions are given which are appropriate for the private universities of Bangladesh to develop pragmatic implementation of technology at ESL classrooms.

Keywords: Pragmatic implementation, technology, tertiary level, ESL classroom, private universities.

Introduction

Today is the world of modern technology. Technology has its great impact in every aspect of present world, including the field of education and language teaching. The exertion of newly developed technological tools has a high influence on the process of language teaching and learning. As we all know, the traditional language classroom is now being invaded by numerous new approaches and resources involving modern technology. This kind of pluralistic approach of language teaching is known as eclectic approach which integrates a

¹ Senior Lecturer, Department of English, Prime University, Dhaka, Bangladesh. E-mail: prova.ua@gmail.com

variety of language learning activities. According to Rivers (1981), teachers draw upon techniques from a variety of methodologies. To make classroom activities interesting and interactive, language teachers use variety of teaching aids in most sensitive way. Carlos Yorio (1987) believes that the most sensible and the most sensitive way of approaching the language classroom is the eclectic approach.

Language development is the ability to think about the world, and explore it with vision, hearing, smell, touch etc. Both visual and auditory senses of the students get satisfaction with the help of technological devices in the classroom.

The integration of technology into curriculum can be used as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Development of technology created scope for innovative practices in the ESL classroom. Students can be involved more actively through the use of technological devices. Students become more productive under the influence of unlimited options of technology.

Technological devices can be used to present, reinforce and assess material to be learned. It has a great impact on the search for and the investigation of applications in language teaching and learning.

In Bangladesh, teachers have started to realize the importance of the influence of technology in English Language Classroom. They have started using multimedia and exploring many other benefits of information and communication technology in their language classes with the assumption that technology based teaching will improve both learning and teaching system. In Bangladesh, ESL classrooms at tertiary level in different private universities are supposed to be conducted with the help of multimedia and other technological resources.

In this context it is important to have an awareness of teachers' and students' approach towards technological resources. An understanding of teachers' and students' views on these issues give scope for necessary modifications in the classroom teaching-learning process at tertiary level ESL classrooms in different private universities of Bangladesh. Classroom learning environment would be beneficial by designing and integrating technological resources.

Objectives of the Study

The purpose of this paper is to find out the reality in the pragmatic implementation of modern technology at tertiary level among the ESL learners in private universities of Bangladesh. Both teachers' and students' point of view has been taken into consideration to analyze this research problem. The present study was designed to examine the efficacy of technology as a means of learning English specifically at the tertiary level ESL classrooms in different private universities of Bangladesh. The specific objectives are:

- To analyze the present status of using technology at tertiary level ESL classrooms in private universities of Bangladesh.
- Exploring the possible positive impact of technology in teaching and learning English language.
- To find out the challenges of using technology based lessons for teaching and learning English language.

The findings of this research can benefit both the teachers and the students in using technology in their classroom more effectively.

Literature Review

English language is taught as a fundamental course in all the public and private universities of Bangladesh. These English courses are also regarded as compulsory general English courses. Reading, writing, listening and speaking- these four basic skills are mainly focused in these courses to help the students to carry their further studies in English.

Now-a-days, modern technological facilities such as computers, projectors and internet are available in most of the universities. Therefore, both teachers and students can easily utilize these facilities while teaching and learning respectively. It is generally accepted that the use of a variety of techno-based materials and contexts will motivate both the students and the teachers to have an interactive and effective language class.

Language classrooms remain unsuccessful when students are demotivated. Lin and Warden (1996) believe that stressful environment is the main reason behind the demotivational factor of the students. According to Gorham and Christophel (1992) unorganized, unprepared, boring teachers are main reasons to demotivate the students in language classrooms.

Hirvonen's (2010) study attempted to find out that the teacher, learning materials and course contents, the learning environment and simultaneous learning of other languages are key factors behind an unsuccessful language classroom if they are not properly planned and implemented.

Technology can enhance language acquisition, provide greater access to information, support learning, motivate students and enhance their self-esteem. Students become productive force being part of the development process by learning through using technology (Castells, 1996). Shy and inhibited learners can be greatly benefited through the individualized learning environment while more able learners can proceed at their own rate. Lai and Kritsoins believe that technology can promote experimental learning and practice learning in extracting meaning, making sense of information, relating it to real life and understanding the world through re-interpreting knowledge- which is exactly same of the functions of social connecting sites.

Language is attached to all experiences. The use of technology widens the classroom repertoire and range of activities in association with the target language. According to Sawhil (2008), technology helps the instructors to prepare them for facing the challenges in the 21st century where everyone and everything is connected or 'intermingled'. According to Kerr (1996), integrating technology into classroom practice requires a shift in both teaching style and the teacher's vision of what classroom life is all about. He states that teachers who have the expertise in technology and are enthusiastic about using it confront obstacles like overly packed curricula and crowded classrooms. Jones (2002) describes that little training is necessary for the teachers to make the classroom atmosphere interesting and attractive. When the ESL learners find the course materials as unfamiliar, difficult, problematic, mechanical and unattractive, they may feel uninterested and sometimes disappointed also. Here, it is very necessary to make it sure that classroom environment should stimulate creativity, develop positive interests, attitudes and values for effective learning.

According to Lam (2000), teachers' decision regarding use of technology is influenced by teachers' personal belief of the advantages of using technology for language teaching. Morris (2011) opines that various inventions of technology such as computers, mobile phones (smart phones), information search engines and social networking sites have changed the world

along with the ESL teachers as well as ESL students. For example, instant access to journals, call for papers, information on higher educations and jobs, preparing lesson plan, preparing teaching materials all these demands of teachers can be fulfilled successfully by effective internet access.

Methodology

For carrying out this research, a combined quantitative and qualitative approach has been followed for analyzing the data collected from the documents.

1. Data Collection Procedure: For carrying out this study, a questionnaire has been prepared and surveyed both for the students (100) and teachers (25) of different private universities. Classroom observation was also analyzed to get the findings.

2. Target group: For this study, the target group is the tertiary level ESL learners as well as the teachers of different private universities of Bangladesh.

The questionnaire was set to know the students' and teachers' perception about how far they thought modern technology helped learners in getting a grip on English and effectiveness of technology as a motivator in learning the language.

Data analysis

Students' Responses to the Questionnaire:

In the questionnaire, question no 1 was set to find out the interest whether the students use technological devices in their learning English or not. The data shows that a majority (55%) of the students use various devices in learning English though not in a regular manner. Only a very few (03%) never use any such kind of IT facilities. This data shows the interest among the students regarding using IT facilities in learning English if or not the teacher wants them to do so.

Question no 2 was aimed at finding out the present situation of using technological devices by the teachers in the language classrooms. From the data it is clear that most of the teachers are trying to take help from IT technologies in their classroom to make their classroom more effective as well as interesting.

The outcome of question no 3 clearly demonstrates that a majority of the students like a language classroom where technological devices are directly exposed. The aim of this question is also to find out whether the students have negative response towards technology-based language classrooms. From the result it is clear that interest among the students regarding an IT based language classroom is in high level.

In the case of question no 4, it tried to find the real condition of the schools and colleges where technological devices are in practical use or not in the English language classrooms. 37% students answered that sometimes they were exposed to IT based classroom. 22% students responded that they were also familiar with IT based language classroom where majority of the students were never exposed to an IT based language classroom which is really an opposite scenario from the expectation of a standard language classroom. It is clear from the result of this question that in Bangladesh, modern technology based English language classroom is not maximum in practice in schools and colleges.

A majority (73%) of the respondents have expressed their high level of motivation towards an IT based language classroom in response to question no 5. It is depicted here that almost all the students were never been exposed to an IT based language classroom in their schools and colleges. So they find it interesting in their tertiary level.

A moderate percentage (25%) of the students interestingly indicated that sometimes they prefer IT based language classroom than a traditional one. The overall data confirms that students like the use of various modern technological devices in a language classroom.

In response to question no 6, we come to know that 68% students get internet and computer facility at their residence to continue their online based task where as 30% get this facility in somewhere (like cyber-café) and only 2% are out of this kind of facility. So, it is clear that it is possible for the teachers to give any task based on IT facilities done by the students as their home task. Though, this percentage should be 100% without any doubt to have an effective outcome from the students.

Question no 7 was set to know about the existing facilities (like, e-library, WiFi, projector, hi speed of internet, language laboratory etc) of different private universities. From the result it is clear that a majority of the students (72%) were having

these facilities in their institution though it is still a matter whether these facilities are up to-the mark or not. 28% students informed that they got rarely these kinds of facilities in their institution. So, still the facilities of using technology for learning language is not up to the expectations so that the students can get a friendly atmosphere in their institution to use various technological devices in language learning.

Question no 8 was set to explore the possibilities of using social networking sites by the teachers in language teaching. The result shows that teachers (52%) sometimes prefer using any of these social networking sites for language teaching. 18% teachers never use any such kind of sites and 30% teachers take help from any of these networking sites directly for teaching language as they found common practice of teaching methodology is boring and routine to some extent.

While answering question no 9, students expressed their realization regarding reasons behind using technological devices by their language teachers. The result clearly shows that teachers used IT facilities for multipurpose. So, dimensional use of IT facilities ensured the effectiveness of language classrooms. Students responses to the questionnaire is shown in the form of pie-chart in figure-1.

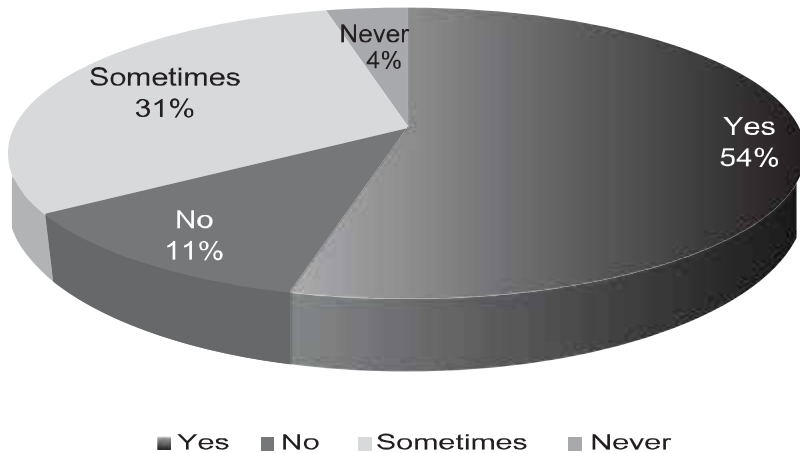


Figure-1: Students' Responses to the Questionnaire
Source: Field Survey

Teachers' Responses to the Questionnaire:

While answering question no 1, most of the teachers (80%) expressed that they used IT devices in their classroom and 20% of them took the help of IT devices sometimes. This finding indicates that the acquaintance of the teachers at the tertiary level in Bangladesh, with modern language teaching equipment and aids, make language teaching and learning relatively more scientific as well as more effective. It also shows that teachers have expertise in using IT devices in their language classrooms which makes the language classrooms more useful as well as effective.

Answer from question no 2 shows that almost all the teachers (100%) think that use of technology can enhance their teaching style in language class. The data analysis indicates that technological devices can help the teachers to cover all the skills that are supposed to be covered in a language classroom.

Question no 3 tried to explore the possibilities of using social networking sites in language teaching. The result clearly shows that teachers (10%) do not prefer using Facebook, Twitter, Skypee, Viber, Imo etc for direct language teaching. However, in elaborating further, 40% teacher express their view that sometimes they prefer using these social networking sites and 50% of them find these sites useful for direct language teaching. These sites can be a very good platform for extensive writing, reading and interaction if these are properly utilized. Moreover, according to Thorne and Payne (2005), they are enjoyable, highly motivating and lower anxiety generators than the formal classrooms. Integration of social network based activities with regular classes will provide optimum results.

While finding results from question no 4, it shows a clear distinction between possibilities of carrying out all the activities with the help of technological devices in a language class. Most of the teachers (60%) agreed that it is not possible to carry on all the activities through technological devices in the language classes always. On the other hand 40% of them agreed about the possibility of carrying on all activities through technological devices in the language classes.

In response to question no 5, a majority of the respondents are found to be anxious regarding over-reliance on technology. Most of them (80%) expressed their view that too much over-reliance on technology sometimes hampers creativity, distracts

the lesson and wastes a lot of time in the classrooms. As because sometimes images, sounds or videos are relatively large files so that it takes long time to download. Though we may have WiFi sometimes but the speed of WiFi is not always up to mark. For this reason, downloading needs more time in more or less all situations. This waiting period slows down the interactions between the students and the materials, wastes time and creates an uncomfortable impression. Malfunctioning is also one of the reasons of distracting the lesson in a classroom. In Bangladesh, power failure or load shedding is very common event in our everyday life. Though generator services are available in all private universities but this kind of failure posing the question of whether or not a plan can be smoothly carried out.

Collectively all the participants mentioned that both introvert and extrovert students can be engaged in class activities through the use of various modern technologies in response of question no. 6. Technological devices make the classroom interesting which helps the students not to feel bored. The contents used in a technology based language classroom can keep the motivation of engaged students in high level.

All the participants unanimously accepted the fact that they are motivated enough to use technological devices to teach language in the classroom while attending question no 7. Use of technology in a classroom makes the way of teaching innovative and modern. This results lend complete support to the teachers' views and demands sufficient use of technological aids in the English language classes at the tertiary level in Bangladesh. It indicates that use of technology is more or less needed to upgrade the performance level of the teachers.

Results of question no 8 clearly shows that, majority (80%) from the participants expressed their view that they are not getting all the facilities from their institution to use technological devices to teach language in the classroom. With the resemblance of this question, there is an open-ended question for the teachers in questionnaire to state the major challenges while using technological devices in language classroom. Question no 8 and 10 discovers the shortcomings or limitations of using technology based devices in a language classroom. Some of them are- interruption of electricity, lack of commitment, lack of administrative support, lack of fund, slow connection of WiFi and sometimes no connection, system crashes, loose wires, out-of-date plugins, antiquated hardware, lack of up-to-date computer and computer related hardware etc.

All the participants unitedly expressed their opinion that in-service teacher training courses may help the teacher to learn how to integrate technology in the language classrooms while answering question no 9. If the teachers have mastery on using the latest technological devices which are generally used in language classroom, it will surely make language learning procedure more smooth and it will not waste time in the classroom. So, teachers can manage their class time effectively in their classroom which helps the students to have their attention throughout the whole class.

In the questionnaire, the last question was an open-ended question for the teachers to find out the challenges to have successful implementation of ICT devices in the language classrooms. Teachers responses to the questionnaire is shown in the form of pie-chart in figure-2.

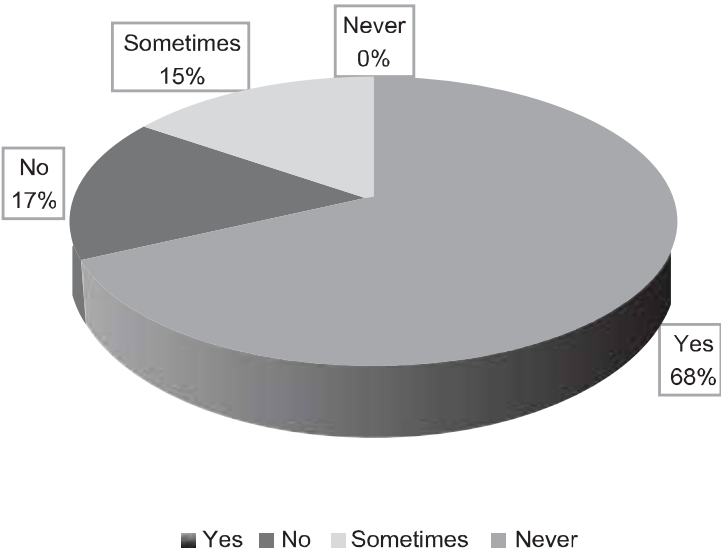


Figure-2: Teachers' Responses to the Questionnaire
Source: Field Survey

Findings

A number of opinions, challenges and strategies are found with the help of this study. Over all, as the use of technology can engage both the introvert and extrovert students in the classroom activities so, teachers reveal their faith on using IT based classroom. By collecting interesting materials from

various websites teachers can improve their own teaching style. Since it gives them learning autonomy, even students find it interesting and they enjoy their classroom activities as well as learning topics. According to the teachers, if technology is properly and effectively used in the language classroom, it will get better learning outcome. Students also find these sources useful in understanding difficult concepts given in the course books. They feel that use of these aids can increase retention. University classroom specially in private sectors with latest technological aids also is a source of inspiration for ESL teachers and learners. Findings of the present study support the views of Alley and Jansak (2001) that the teachers' best strategy to prepare for teaching is to use learner-centered teaching principles, translate these principles into practices, and think creatively while using technology based instruction methods. Utilizing these technological aids with innovative teaching practices can make the teaching-learning process more effective and interesting. A good understanding of IT based resources can make the ESL classroom interactive and effective that helps both the introvert and extrovert students to be involved in classroom activities which support the view of Castells (1996). However, some teachers are found too much dependent on ICT while conducting classes, which might have a negative impact on the overall teaching-learning process. Although, all the participants agreed that IT based aids facilitate their language learning, a few of the students also share some points where they are facing problems. This means that using technology in the classroom of tertiary level is not without difficulties. Individual teachers' self-awareness and expertise in the use of teaching aids have a direct impact on the classroom environment. According to Moeller and Reitzes (2011), in order to use technology effectively in the classroom, teachers need to hold a positive attitude. From the study it is found that too-much over-reliance on IT based teaching aids can result in boredom in the classroom atmosphere. If the materials used in a session are unsuited and irrelevant to the cognitive levels, frustration and negative tendency is surely visible. Inefficiency in handling the technical equipment results in disturbance in classroom teaching. This might also have a negative impact on the overall teaching process. Hirvonen (2010) depicts these issues while describing an unsuccessful language classroom. Teachers should select and use the ICT resources very carefully and for this they should check the quality and authenticity of these resources.

Learners exposed in the technology based language classroom become autonomous learners. Teachers can motivate the

learners as moderators. Learners feel interest seeing all the new usages of technology by the teachers in the classroom and thus willingly participate in the classroom activities.

Young generations cannot think of their one single day without any new innovations. In the language class, instead of boring grammar books, learners like to use eBooks, learning websites, multimedia projection etc. which is described by Morris (2011).

A large number of teacher and students love to use various social networking sites to improve their English language and communication skills. Some teachers are there who like to give instructions about the course materials, assignments, tests or any kind of notice. But most of the time these social networking sites are not used as direct language teaching. In many private universities WiFi connection speed is not up to the mark. Many of our students do not have the facility (logistic as well as economic) to use internet at their residence and some students are not well-accustomed with the use of modern technology. That's why these social networking sites cannot play direct role.

Because of the technological aids, teachers are able to bring new ideas with their existing methods and through these innovative ways learners are also benefited. In tertiary level ESL classrooms, collaborative work is possible by the teachers and students with the use of technological devices. For these reason, effective support from the institution is necessary. Sometimes it is found that some private university authorities are reluctant to provide all kinds of financial and material supports to the ESL classrooms. Lack of facilities to use technological aids in the language classroom hampers the effective teaching learning process.

It is clear from the study that both teachers and students get high motivation in technology based classroom. Most inattentive, introvert and shy students can be effectively incorporated in the language classroom where technology is greatly used. From learner-centered ESL classroom, students form opinions and assumptions by observing the attitudes, teaching styles and innovative techniques of their teachers.

In Bangladesh, electric power failure is a common issue. Most of the private universities have their own support (generator) for this type of emergency situation. But it really kills time to manage.

Recommendation

Based on above research findings and inferences, some suggestions for successfully integrating technology in the language classroom are as follows:

- Students should be exposed to technology based language classroom in their secondary and higher secondary levels to make them familiar with how to use the new inventions of technology in learning process.
- Teachers must have to choice the teaching materials on the basis of pedagogical reasons.
- To ensure an effective teaching learning atmosphere it is important to consider ESL teachers opinions, perceptions, experiences, failures and successes while selecting and integrating technological resources in a language classrooms.
- Teachers should maximize the use of technological aids and materials in each and every class to develop the learners' communication skill.
- Teachers must have to be well-prepared to conduct the class in any situation to avoid any malfunctioning. For example, power point slides or any other materials should be printed as well as photocopied well in advance and important material should be provided earlier to the students.
- The inadequacy of technological aids and the interruption of electricity should be reduced. University authority should take more care regarding availability of appropriate ICT devices and necessary administrative support (like emergency supply of electricity).
- University authorities should provide training facility to the faculties, monitor the total system and keep the system up to date by providing new information and other necessary support.
- There should be a well-equipped language lab having sufficient facilities which the learners can use to practice ESL language skills to improve linguistic as well as

communicative ability. Every university authority whether private or public should take it into concern.

- UGC should have regular supervision about the availability and utility of modern technological devices in different private universities.

Conclusion

This particular study support that use of technology facilitates language learning. Both teachers and learners are benefitted from different technological aids used in language classroom because they can make the class interactive and interesting, motivate the learners, and facilitate language skills and so on. Through the study it is established that the use of technological aids in the EFL classroom is a positive step and it ensures an effective learning atmosphere. A well-equipped language classroom can bring out the expected outcome from the students. Technological devices should not be considered as a replacement of the teachers rather they can be used by the teachers to make the teaching-learning process more interesting and effective. Different technological devices bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. By prudent utilization of different technological devices, the language classroom can be an effective one.

References

- Alley, L. R. & Jansak, K. E. (2001) 'The ten keys to quality assurance and assessment in online learning', *Journal of Interactive Instruction Development*, vol. 4, no. 3, pp. 3-18.
- Campbell, A. (2003) 'Weblogs for use with ESL classes', *The Internet TESL Journal*, vol. 9, no. 2, retrieved on 25 May 2011 from <http://iteslj.org/Techniques/Campbell-Weblogs.html>
- Castells, M. (1996) *The Rise of the Network Society, The Information Age: Economy, Society and Culture*, vol. 1, Blackwell, Oxford.
- Gorham, J. & Christophel, D. (1992) 'Students' perception of teacher behaviors as motivating and demotivating factors in college classes', *Communication Quarterly*, vol. 40, no. 3, pp. 239-252.

Hirvonen, M. (2010) 'Demotivation in learning English among immigrant pupils in the ninth grade of comprehensive school', University of Jyväskylä, Jyväskylä.

Jones, B. G. (2002) 'Technology for prospective language teachers', *Language Learning & Technology*, vol. 6, pp. 10-14, retrieved on 20 January 2011 from <http://www.llt.msu.edu/vol6num3/pdf/emerging.pdf>

Kerr, S. T. (1996) *Technology and the Future of Schooling: Ninety-fifth Yearbook of the National Society of the Study of Education*, University of Chicago Press, Chicago.

Klopfer, E, Squire, K & Jenkins, H. (2002) 'Environmental detectives: PDAs as a window into a virtual simulated world', *Proceedings of IEEE International Workshop on Wireless and Mobile Technologies in Education*, pp. 95-98, IEEE Computer Society, Vaxjo, Sweden.

Lai, C. C. & Kritsonis, W. A. (2006) 'The advantages and disadvantages of computer technology in second language acquisition', *National Journal for Publishing And Mentoring Doctoral Student Research*, vol. 3, no. 1, available at <http://www.faculty.ksu.edu.sa>

Lam, Y. (2000) 'Technophilia vs. technophobia: a preliminary look at why second-language teachers do or do not use technology in their classrooms', *Canadian Modern Language Review*, vol. 56, no. 3, pp. 390-420, available at <http://dx.doi.org/10.3138/cmlr.56.3.389>

Lee, L. (2011) 'Blogging: promoting learner autonomy and intercultural competence through study abroad', *Language Learning and Technology*, vol. 15, no. 3, pp. 87-109.

Lin, H. J. & Warden, C. (1996) 'Different attitudes among non-English major EFL students', *The Internet TESL Journal* (online), available at <http://iteslj.org/Articles/WardenDifference/>

Moeller, B & Reitzes, T. (2011) *Integrating Technology with Student-centered Learning*, Nellie Mae Education Foundation.

Morris, N.O. (2011) Using technology in the EFL Classroom in Saudi Arabia, AYMAT Individual Thesis/SMAT IPP Collection, Paper 511 (Online), available at http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1514&context=ipp_collection

Rivers, W. (1981) *Teaching Foreign-Language Skills*, 2nd Edn, University of Chicago Press, Chicago.

Sawhill, B. (2008) ‘The changing role of the language teacher/technologist’, *The IALLT Journal*, vol. 40, no.1, available at <http://ialltjournal.org/apa/doc>

Thorne, S. L. & Payne, J. S. (2005) ‘Evolutionary trajectories, Internet-mediated expression, and language education’, *The CALICO Journal*, vol. 22, retrieved on 15 April 2011 from <http://>

language.la.psu.edu/%7Ethorne/thorne_payne_calico2005.pdf

Appendix 1

A survey on pragmatic implementation of technological devices at tertiary level ESL classrooms in private universities of Bangladesh.

Questionnaire for the Students

General Information

Name:

Semester:

Name of the educational institution:

Date:

[Please give tick (✓) mark on the suitable option]

1. Do you use technological devices to learn English?
a. Yes b. No c. Sometimes d. Never
2. Do your teachers use technological devices in language classroom?
a. Yes b. No c. Sometimes d. Never
3. Do you like technology based classroom?
a. Yes b. No c. Sometimes d. Always
4. Have you exposed to technology based classroom in your schools and colleges?
a. Yes b. No c. Sometimes d. Always
e. Never
5. Do you prefer the teachers who use technological tools in classroom?
a. Yes b. No c. Sometimes
6. Do you get internet and computer facility at your home to continue your online based task?
a. Yes b. No c. Sometimes in somewhere (like cyber-café)

7. Do you get all the facilities (like, e-library, WiFi, projector, hi speed of internet, language laboratory etc.) from your institution to use technology to learn language in classroom?

- a. Yes b. No

8. Do your teachers like to take help from the Social Networking sites (such as Facebook, Twitter, Skype, Viber etc.) to teach language to you?

- a. Yes b. No c. Sometimes

9. Your teachers use technological devices for---

- a. Listening practices
b. Speaking practices
c. Developing presentation skill
d. Grammar practices
e. Multimedia based-lectures
f. Assignments
g. Updating class notification (e-mails or facebook)

10. Mention some major problems you face in technology based language learning system.

.....
.....

Appendix 2

A survey on pragmatic implementation of technological devices at tertiary level ESL classrooms in private universities of Bangladesh.

Questionnaire for the teachers

Teacher’s information (The information will be kept confidential)

Name:

Date: Designation:

Name of the institution:
.....

Teaching experience:year(s)

[Please give tick (√) mark on the suitable option]

1. Do you use technological devices in your classroom?
a. Yes b. No c. Sometimes d. Never

2. Do you think use of technology can enhance your teaching style in language class?

- a. Yes b. No c. Sometimes

3. Do you like to take help from the Social Networking sites (such as Facebook, Twitter, Skype, Viber etc.) to teach language to your students?

- a. Yes
- b. No
- c. Sometimes

4. It is possible to carry on all activities through technological devices in the language classes always.

- a. Agree
- b. Disagree

5. Too much over-reliance on technology sometimes hampers creativity, distracts the lesson and wastes a lot of time in the classroom.

- a. Agree
- b. Disagree
- c. Sometimes it is

6. It is possible to engage both introvert and extrovert students in class activities through the use of various modern technology.

- a. Agree
- b. Disagree

7. Are you motivated enough to take language classes with the help of technology?

- a. Yes
- b. No

8. Do you get all the facilities from your institution to use technological devices to teach language in the classroom?

- a. Yes
- b. No

9. Do you think in-service teacher training courses may help the teachers to learn how to integrate technology in the classroom?

- a. Yes
- b. No

10. Mention some major challenges while using technology in language classroom.

.....
.....
.....

Invitation to Contributors

Office Organ

Centre for Research, Human Resource Development and Publications,
(CRHP) Prime University, 114/116, Mazar Road, Mirpur-1, Dhaka,
Bangladesh.

E-mail : puj.crhp@primeuniversity.edu.bd,
primeuniversity_crhp@yahoo.com

Website : www.journal.primeuniversity.edu.bd

Instruction for Submission of Papers:

Prime University Journal is an international and interdisciplinary peer-reviewed journal published twice in a year, one in January and another in July of each calendar year and is registered with National Serials Data Program, Library of Congress (ISSN. 1995-5332). The journal contains research-based articles on **Law, Education, Business, Social Science, Arts, Science and Technology**. Contributors are requested to submit articles both in hard and soft copies for publication in the Journal. The following will be treated as broad guidelines for submission of the articles.

Conditions of Submission

Manuscripts are reviewed for publication with the understanding that they

- are original;
- are not under consideration by any other publisher;
- have not been previously published in whole or in part;
- have not been previously accepted for publication;
- will not be submitted elsewhere until a decision is reached regarding the manuscript for publication;
- are completely free from plagiarism

Manuscript Format and Style Guide

When the manuscripts are sent for external review, they are double-blind reviewed. So, please ensure that no authors' names are given on the first page of the manuscript and author names have been taken out of the "File-Properties" screen in word.

All manuscripts should be double-spaced and in single column. Margins should be one inch (2.5cm) at the top, bottom, left and right sides of the page. Font should be Times New Roman and size should be 12 point or larger. The manuscripts should be limited within 8000 words of text, unless an exception has been granted based on discussion with the Editors in advance of submission. This recommended word count refers to the entire content of the article, including abstract and references. Articles with heavy use of figures and/or tables should be correspondingly shorter to compensate for these. We give preference to shorter pieces.

Title

The title of the article should contain the title of the article and suggestions for a short running title of no more than 90 characters (including spaces). Title should not be in statement form. Also the manuscript should be include with the author's names, affiliations and contact details (including email address) for the corresponding author.

Abstract

Authors are requested to submit an unstructured abstract of no more than 250 words. Abstract should be informative for non-specialists.

Please make sure that the abstract page does not contain any information identifying the author(s). Also please take care to select a title and an abstract that are direct and 'readers friendly'.

Keywords

Please include no more than five keywords that describe your paper for indexing and for web searches of your manuscript.

References in the Text

The citations should follow the Harvard style, included by the authorship and the year of the work. Each citation requires a reference at the end of the work with full details of the source item and should enable it to be traced.

Example:

Unterhalter (2007, p. 5) argues that 'gender equality in schooling is an aspiration of global social justice'.

Personal communications should be listed as such where they are cited in the text, and not listed in the references.

Example:

Results have been reported (Don Graham, 1989, personal communication).

Articles not yet published should show 'forthcoming' in place of the year (in both the reference and the citation). 'In press' should be used in place of the volume, issue and page range details.

Example:

Sharp Parker, A.M. (forthcoming) Cyberterrorism: An examination of the preparedness of the North Carolina local law enforcement. *Security Journal*, in press.

References

References should be placed alphabetically by author or authorship, regardless of the format, i.e. whether books, websites or journal articles etc.

Examples of Correct Forms of References:

Book

Slovic, P. (2000) *The Perception of Risk*, Earthscan Publications, London.

Edited Volume

Nye Jr, J.S., Zelikow, P.D. & King D.C. (eds.) (1997) *Why People Don't Trust Government*. MA: Harvard University Press, Cambridge.

Chapter in Book

Foureur, M. & Hunter, M. (2005) 'The place of birth', in S Pairman, J Pincombe, C Thorogood & S Tracey (eds), *Midwifery preparation for practice*, Elsevier, Churchill Livingstone, Sydney.

Article in Journal

Diezmann, C.M. & Watters, J.J. (2006) 'Balancing opportunities for learning and practising for gifted students', *Curriculum Matters*, vol. 5, no. 1, pp. 3–5.

Article in Newspaper

Warren, M. (2007) 'Kyoto targets flouted', *Australian*, 21 November, p. 3.

Note: In the reference list omit ‘The’ from any newspaper title.

Newspaper or Magazine Article (Without a Named Author)

‘Federal election: new Chip in politics’ (2001) *Advertiser*, 23 October, p. 10.

Journal Article from the Web

Kennedy, I. (2004) ‘An assessment strategy to help forestall plagiarism problems’, *Studies in Learning, Evaluation, Innovation and Development*, vol. 1, no. 1, pp. 1–8, viewed 7 October 2005, <http://www.sleid.cqu.edu.au/viewissue.php?id=5>

Conference Proceedings

Sapin, A. (ed.) (1985) Health and the Environment. *Proceeding of the Conference on Biological Monitoring Methods for Industrial Chemicals*, 30-31 March 1984, Chicago, IL. American Toxological Association, Chicago.

Conference Paper

Kell, P. (2006) ‘Equality of opportunity in new times: the politics of learning and the learner in the new world disorder’, *Proceedings of 4th International Lifelong Learning Conference: partners, pathways, and pedagogies*, CQ University Australia, Yeppoon, Qld, pp. 17–25.

Papers/Talks Presented at a Conference but Not Published

Danaher, P., Danaher, G. & Moriarty, B. (2006) ‘Supervising Australian and international postgraduate students’, paper presented to the Lifelong Learning Conference, Yeppoon, June.

Dissertation/Thesis (Unpublished)

Wagner, S. J. (2004) Derailment risk assessment, Masters thesis, Central Queensland University, Rockhampton.

Figures and Tables

Ensure that every table or figure is referred to in the text. The table or figure will be placed as per the first mention in the text. Legends should be short, descriptive and define any acronyms, abbreviations or symbols used.

Tables should be numbered and the caption should be put above the table. The source will be straight underneath. Figures should be

numbered and the caption will be underneath the figure. The source goes straight under the caption.

Distribution of Journal and Reprints

One copy of journal of the article will be distributed to each of the concerned contributors.

The address of the contact person:

F. Nahid Huq
Deputy Director
Centre for Research, Human Resource Development and Publications
Prime University
114/116, Mazar Road,
Mirpur-1, Dhaka-1216
Phone: 8031810/120, E-mail: puj.crhp@primeuniversity.edu.bd,
primeuniversity_crhp@yahoo.com

Articles and Contributors

**A Comparative Analysis of Financial Soundness
between State-owned and Private Commercial Banks:
An Emphasis
on Altman's Z Score**

Afroza Parvin
Benazir Rahman
Alrafa Akter Nitu

**The Tragedy of Okonkwo and His Society in *Things Fall
Apart*: Who is to Blame?**

Bidduth Kumar Dutta
Khayrul Islam

**Ecological Degradation at Lama Upazila of Bandarban
District**

Shishir Reza
Monsur Ahmed

**Superheroes for Sale?: A Critical Reading of Superhero
Films vis-à-vis the Formation of Cyborg Identity and
Culture of Consumption**

Dinalo Chakma
Farhanaz Maria

**A Comparison of Bayesian and Classical Approach for
Estimating Parameter of Maxwell Distribution**

Janardan Mahanta
Mst Bilkis Ara Talukdar

**Linking of Graduate Employability, Economic Develop-
ment and Good Governance: Bangladesh Perspective**

Md Mostafijur Rahman
Muhammad Julfikar Ali

**Antoinette in *Wide Sargasso Sea* as a Representative of
Women's Liberation and Empowerment**

Md Abdul Awal

**A Study on Pragmatic Implementation of Technology at
Tertiary Level ESL Classrooms in Private Universities
of Bangladesh**

Prova Ummay Afzalean

Prime University Journal
Volume-11, Number-1, January-June 2017
ISSN, 1995-5332
Centre for Research,
Human Resource Development and Publications
Prime University
114/116, Mazar Road, Mirpur-1, Dhaka-1216

ISSN. 1995-5332