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Editorial Note

Prime University Journal (PUJ) is a peer-reviewed and author-blind International Journal. It publishes research based paper, articles, case studies, reviews on various topics of current concerns in different disciplines such as literature, culture, business, arts, social science, law, technology, science, engineering and allied disciplines. It has an international editorial board involving the scholars of different disciplines across the globe. The Journal is published in June and December every year.

Eight research papers on different disciplines along with one book review have been selected in the current volume.

The *first* paper is an attempt to closely examine the film *The Guide* and the novel *The Guide* and to find out the changes the film made in the novel's story and the author found that some of the changes can be accepted as filmic necessity but others seriously distorted the story of the novel appearing in the film *Guide* resulting in telling almost two different stories.

The *Second* paper is an effort to unveil a comprehensive theoretical view to the readers to understand technology driven electronic human resources management functions in an organizational context in Bangladesh.

The Paper *three* shows the challenges of development of speaking skill through classroom interactions of the EFL learners at Prime University. This study also aims to investigate the shortcomings faced by Second Language (L2) learners during classroom interactions.

The *fourth* paper focuses on the effects of traffic-induced noise pollution amongst the traffic police from a few selected areas of Dhaka Metropolitan Region.

The *fifth* paper explores the idea of teaching culture in classrooms of private secondary schools and alludes to the literature on culture using a sample activity that can be used to teach culture in a language learning classroom.

The next paper *explored* the legal aspects of vested property and its principal contradictions with the right of inheritance in Bangladesh.

The *seventh* paper attempts to describe the present situation of smoking and using of tobacco products and also its harmful effects on human health and environment.

The last paper examines laws and policies of disaster management in Bangladesh with mentioning the international efforts for disaster management.

The book review section covers the field of regional integration in South Asia. The book is well reviewed by the scholar concerned.

Finally, I would like to take the opportunity to pay my sincere thanks to the patrons of the journal, as well as all the members of the Editorial Board and the authors for their contributions. It is very much hoped that the students, teachers and researchers will benefit very much from this volume.

Prof Dr M Abdus Sobhan
Chief Editor
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Contents

Adaptation of *The Guide*: "How a Famous Novel Became an Infamous Movie"

Md Momin Uddin[1]

Abstract: *The Guide* is believed to be R. K. Narayan's classic, which, made into a Hindi film as *Guide*, turned out to be a box office hit instantly on its release. The film received the Certificate of Merit for the Third Best Feature Film in Hindi at the prestigious 13th National Film Awards, and was named in the 14th Filmfare Awards in 1967 as the Best Film of the Year (1965) winning all the leading awards including Best Movie, Best Director, Best Actor, Best Actress and Best Story simultaneously. The huge influx of audience everyday made the film run for a few months bringing its director both commercial success and reputation as one of the best film makers of India. But interestingly enough, the author of the novel R. K. Narayan was greatly appalled by the film and expressed his shock in an article published in *Life* magazine under the title "How a Famous Novel Became an Infamous Movie." This paper is an attempt to closely examine the film and the novel and find out what is missing in the film, for which R. K. Narayan commented thus. The study finds that while the novel encompasses a wide range of themes like conflict between Western modernity and Indian age-old tradition, postcoloniality, status of women, traditional Hindu beliefs and Indian mysticism, and so on, the film seems to shorten the narrative's focus only to Indian people's traditional religious and mystic beliefs, making other issues virtually insignificant. Besides, the film made some changes in the novel's story, some of which can be accepted as filmic necessity but others seriously distorted the story of the novel. Therefore, the film *Guide* and the novel *The Guide* appear to tell two different stories.

Keywords: *The Guide*, adaptation, comparison between the novel and the film, readers' and author's reactions to the film

Introduction

The Guide (1958) is one of the post independence novels of R. K. Narayan written in English. Soon after it was published, it brought Narayan enormous popularity both home and abroad, but it also "brought in its wake involvements that turned out to be ludicrous and even tragic" (Narayan, 1974, p. 171) for him. In 1964, Dev Anand, an eminent Indian film actor and

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producer, approached R. K. Narayan with a proposal for adapting *The Guide* into a film. Narayan gave consent after having assurance from Anand that the film would reflect the novel's story faithfully. The novel was adapted into a film titled *Guide* in two versions: English and Hindi, starring Dev Anand and Waheeda Rehman in both. The English version, jointly produced by Dev Anand and American Nobel Laureate Pearl S. Buck, and directed by an American film director named Tad Danielewski, was released in the US, but flopped causing a huge loss to the producers and was instantly withdrawn from public-shows. Later in 1965, Dev Anand made a Hindi version based on the novel, directed by his younger brother Vijay Anand. The Hindi version became a box office hit on its release, running in some cinemas for months. But the author of the novel R. K. Narayan felt greatly appalled and betrayed by what he found in both versions of the film *Guide*. According to Narayan, both versions of the film distorted the novel and failed to represent what the novel was intended for. This paper attempts to critically analyze what induced the directors to omit in the film much of what was significant in the novel and introduce such events as were not in the original.

Initially, Anand decided to shoot both the Hindi and English films simultaneously. The idea was that both the films would have the same scenes shot in the same location: "a Hindi shot to be immediately followed by the same shot in English." (Anand, 2007, p. 187). All preparations were made accordingly: Tad Danielewski would direct the Hollywood version, and Anand's elder brother Chetan would shoot the Hindi version. But the directors, because of a clash of creative egos between them, often could not agree on the right position of the camera for shooting. Later, Anand decided to shoot the films separately: the English version first, and the Hindi one later. After the English film was done, Anand started working for the Hindi version, but the director was changed. Chetan was replaced by Anand's youngest brother Vijoy Anand, whom Anand affectionately called Goldie. Anand also brought about changes in his previous decisions about the scenes that he had decided would be common to both the versions. Goldie persuaded Anand that as the Hindi version would be for Indian viewers, it should reflect Indian ethos and the sensibilities of Indian mind, and so a new script would have to be written for the Hindi version. Anand agreed and entrusted Goldie with the task of writing the screenplay of the Hindi *Guide*. The two brothers also decided that not a single shot taken in the English version would be repeated or included in its Hindi counterpart. *Guide* is thus a unique and path-breaking film with the same story line

and with the same star and co-star, but treated completely differently in its two versions, which "meant doing the same film twice, from two diametrically opposite tastes, the eastern and the western" (Anand, 2007, p. 187).

As described by Anand in his autobiography, *Romancing with Life*,, the Hollywood version of the *Guide* was first shot, and it was directed by Tad Danielewski. American Nobel laureate novelist Pearl S. Buck, who co-produced the film with Dev Anand, wrote its screenplay. Anand claimed that they had made the film, remaining as faithful to the novel as possible, and hence adultery of Rosie, which is an important theme of the novel, became the focal point of the film. Anand made the film with a sky-high hope to release it "simultaneously in two thousand theatres in the USA" (Mathur, 2003, p. 31). But when the film was finally released in the US, it flopped causing a huge loss to Anand. The English *Guide* failed mainly because Pearl S. Buck having very little idea of the Indian cultural ethos and ambiance failed to make the film's story as appealing as the novel *The Guide* was. Another important reason was that the Indian story was made into a film by a comparatively inexperienced director who failed to authentically filmize the Indian novel with its inherent Indian tone. Ted Danielewski was, by then, a little known American television director whose only claim to fame as a director was directing a cinematic version of Jean-Paul Satre's existentialist play "No Exit". Besides, the dialogues of the film spoken by Indian actors with inappropriate, indianized pronunciation of English words and with inappropriate intonation might have failed to make the film attractive to American spectators.

However, the failure of the Hollywood *Guide* in the US came as a threat to the Hindi version as well. People involved in Bollywood film industry had, even before the flop of the English *Guide* in the US and during the shooting of the films, formed a negative attitude to both the English and Hindi versions because the film was made on a theme, which is inherently a taboo to Indian psyche. Anand wrote in his autobiography, *Romancing with Life*, how severely people had criticized his project of filming *The Guide*:

> People started gossiping and tongues began to wag. Waves of sympathy started flowing around for me, for everyone reckoned I had embarked on a foolhardy misadventure, a reckless attempt that would lead to naught. Busybodies and idlers started whispering maliciously to each other that I

was throwing my money down the drain, and that soon I would be on the verge of bankruptcy——that I would have sold my last shirt before the film could be completed. Everyone was convinced that adultery and a woman's infidelity to her man were themes repulsive to the Indian audience, and they would dump all our efforts into the dustbin marked with their revulsion, scorn and disdain. (Anand, 2007, p. 189)

The failure of the English *Guide* prompted this attitude of the slanderers of the Hindi *Guide*. Now the number of slanderers increased manifold campaigning against the film with a great gusto. People started sending letters anonymously to the information and broadcasting ministry, strongly advocating a ban on the movie from public screening. Earlier also, before the release of the English version, the anti-*Guide* campaigners had stormed the information and broadcasting ministry sending letters anonymously asking the ministry not to issue a clearance certificate to the English version for its international screening. On Anand's application for a clearance certificate to the English version, when the Information and Broadcasting minister Satyanarayan Sinha said, "people are complaining to the ministry about the adultery angle," Anand retorted, "Didn't your government give the novel a Sahitya Akademi award from the hands of Pandit Nehru?" (Quoted in *Hindustan Times*, 15 October 2017, p. "Entertainment"). And the ministry finally had issued the CC. However, Anand also got the Hindi version released eventually with the help of Mrs. Indira Gandhi, the new information and broadcasting minister, whom he requested to view the film for her own judgment. Mrs. Gandhi watched the entire film, and finding nothing objectionable in it ordered for its release in India.

Soon after the film was released, it proved to be an Indian blockbuster viewed by unprecedented crowds. Anand has written in his autobiography, "In its Delhi premiere, the entire cabinet of the government except the prime minister came to watch the film, and those who could not be invited due to shortage of seats at the theatre were prepared to see it standing, or even from the projection room" (2007, p. 204). Later wherever the film was screened, it was viewed by fabulous crowds. It attained the status of a legend and "was declared an all-time classic, for all ages and all eras" (Anand, 2007, p. 206). Even many years later, when it was screened on Doordarshan, Anand says, "very few people were seen outside their homes. They were mostly glued to the phenomenon called *Guide* on

their TV sets" (Anand, 2007, p. 206). Thus Anand, who had lost his all in the English *Guide*, got much more back in the Hindi version.

But despite the film's enormous success in India, R. K. Narayan did not like the film and criticized it as scathingly as he criticized the English version. Narayan wrote in his essay "Misguided Guide" how the English director made a bad film out of his classic novel by ignoring his suggestions during the shooting of the film. As his suggestions had been ignored by Anand and Tad in the English version, Narayan did not oversee the shooting of the Hindi version. Narayan had also vented his anger against the films by writing in the *Life* magazine an article titled "How a Famous Novel Became an Infamous Movie." The grounds on which Narayan criticized the English film were almost the same on which he criticized the Hindi version. The grounds can be summed up as the following:

a) the film added a scene of two tigers fighting for a deer and killing each other, which, according to Narayan, distorted the story of the novel (this scene was omitted in the Hindi version);
b) the novel was a Malgudi story, but the American director completely omitted Malgudi from the film's narrative;
c) the heroine of the novel was a local star, but the film made her a national figure, a VIP, and
d) the most outrageous part of the film was the last scene in which the hero was shown dead, and an elaborate funeral and prolonged lamentation were added, which was contrary to the ending of the novel. (Narayan, 1974, p. 174)

Thus the story of the film *Guide* became different from that of the novel. The novelist felt appalled by these omissions from and additions to the film. But the director and the producers thought that these changes were necessary for the film because films and novels are two different media of representations, and each has its own distinct way of telling a story. Anand always thought that the English film of *The Guide* was perfect as per all standards of cinematic aesthetics, which is why he did almost the same thing when he made a Hindi film based on this novel.

Although Anand remained faithful to the novel in the English version of the film, he largely deviated from it in the Hindi version, particularly in depicting the Rosie-Marco relationship. To fit the film in the 1960's conservative society of India, he

modified the Rosie-Marco relationship by turning Marco into a drunkard and womanizer and gave a justification for Rosie's developing relation with Raju— a fact that terribly angered Narayan, who wrote in his essay "Misguided Guide": "In my story the dancer's husband is a pre-occupied archeologist who has no time or inclination for marital life and is not interested in her artistic aspirations. Raju the guide exploits the situation and weans her away from her husband. That is all there to it in my story" (1988, p. 214).

Narayan's anger has logic in that Marco is made in the film completely a different person. In the novel though Marco neglects Rosie, he is neither a womanizer nor a villain; rather he is portrayed with some virtues like not caring for the caste of his wife, entrusting his young wife to the care of a young, handsome tourist guide, but in the film he is made a villain as if the film makers forgot that they were filmizing a classic novel, not making a traditional commercial film in which there must be a villain.

Another factor, of the English film of *Guide*, which greatly appalled Narayan was the omission of Malgudi from the film's narrative. Malgudi is an inseparable part of Narayan's fiction. Nearly all his novels and short stories are set in his fictional town Malgudi, which moves and changes with time, and his characters fit well only in Malgudi as the traditions, culture, economy, politics as well as the nature and environment of Malgudi constitute their life and character. Therefore, what carries a significant meaning within Malgudi may not have the same meaning outside Malgudi. What Narayan seems to imply is that the age–old traditions and culture of Malgudi and its surrounding regions help Raju be transformed into a saint from a fake guide because people here are so docile and gullible that they can easily be misguided and made to believe anything strange. As in *The Guide* which is set in Malgudi, the saint Raju is actually what the illiterate people of Mangala, a neighbouring village of Malgudi, have made him. Therefore, the essence of Raju's sainthood is deeply rooted in the existence of Malgudi. Before the start of the shooting of the English film, when the director came to Narayan to seek his permission, he took them round Mysore to show them "the riverside, forest, village, and crowds, granite steps and the crumbling walls of an ancient shrine which combined to make up the Malgudi" (Narayan, 1974, p. 174), but ignoring Narayan's suggestions, they shifted the venue of *The Guide* to Jaipur and shot the scenes there. When Narayan protested, they retorted: "Where is Malgudi, anyway? There is no such place; it is abolished from this

moment. For wide-screen purposes, and that in colour, Jaipur offers an ideal background; we can't waste our resources" (Narayan, 1974, p. 174). Further, to R. K. Narayan's complaints, the director said: "I have only exteriorized what you have expressed. It is all in your book" (cited in Narayan, 1988, p. 212). Unfortunately for Narayan, Vijay Anand, director of the Hindi *Guide*, shot the film in the same locations of the English version, and thus omitted Malgudi from this film as well.

However, although the film *Guide* is not set in Malgudi, a careful look into it shows that the *Guide* even without being in Malgudi presents Raju's transformation as authentically and convincingly as it is shown in *The Guide*. Moreover, in the film *Guide* Raju's transformation into a saint is made more credible by a combination of beliefs of different religions. When Raju has been fasting for rain in *Guide*, traditional Hindu rituals are found being observed while a Muslim is also seen praying. The song that sings: "*Allah megh de pani de chhaya de re Allah, Ram megh de pani de chhaya de re Ram . . .*" (Allah, fill the sky with clouds, and give us rain and shade; Rama, fill the sky with clouds, and give us rain and shade. . .)" is a testimony of multi-religiosity. Narayan's limitation in his creation of Malgudi is that Malgudi is absolutely a Hindu, non-secular country-town whereas such a place as inhibited only by Hindus is hardly found in India. As Dev Ananad wanted to make his *Guide* a story of India, he discarded Malgudi and incorporated in the film what were social realities of India. It is a common social phenomenon in India that a *Sanyasi* is visited by both Hindus and Muslims to seek divine blessing. Anand's *Guide* presents this secular, non-communal picture of India, where Hindus and Muslims gather around Raju's shrine, saying their respective prayers to help Raju bring rain from heaven.

A Muslim is praying inside the shrine when Raju is fasting outside for rain.

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Narayan also reacted vehemently to the cast off of Malgudi from the film because he feared that the absence of Malgudi would give his characters freedom to be different from what they are in *The Guide*. As Malgudi was a simple, rural town ruled by its century-old traditions, its inhabitants were also simple. Narayan portrayed his characters carefully so that they fit well in that rural town. As he says, "his characters were simple enough to lend themselves for observation; they had definite outlines-not blurred by urban speed, size, and tempo" (1974, p. 174). When the film was finally made discarding Malgudi, Narayan found how the abolition of Malgudi in the film greatly changed Rosie from what she was in the novel. Narayan portrayed Rosie as a "local star" in *The Guide*, but in the film Rosie was made a V.I.P. and "a national figure whose engagements caused her to travel up and down hundreds of miles each day in a Boeing 707, autographing, posing for photographers, emerging from five-star hotels and palatial neon-lit theatres" (Narayan, 1974, p. 174).

Here also, Narayan's objection to the abolition of Malgudi, which he claims turns Rosie into a V. I. P. from a local star, seems personal because he himself portrayed Rosie in *The Guide* almost as a V.I.P As Raju says in *The Guide,* "Her name became a public property" (Narayan, 1952, p. 182) and she became so famous an artiste that "two judges, four eminent politicians of the district whose ward could bring ten thousand votes at any moment for any cause, and two big textile-mill owners, a banker, a municipal councilor, and the editor of *The Truth*, a weekly, in which an appreciation of Nalini appeared from time to time" often come to visit Rosie (Narayan, 1952, p. 189). Where Anand's *Guide* differs from Narayan's *The Guide* is that while in *The Guide* Rosie travels up and down hundreds of miles across the country by train for public shows, in Anand's film she travels by air with a more heightened stature. Anand could do it because he brought Rosie out of the proximity of the rural set up of Malgudi. Besides, Anand made the film in 1965, 13 years after *The Guide* (1952) was published, when India had grown into a considerable modern country where travelling by air for a celebrity of Rosie's stature was a reality. Therefore, the abolition of Malgudi from the film's narrative does not seem to affect the reality of the novel's story. O. P. Mathur says:

> The director was for his own purpose justified in
> shifting the locate to a picturesque town like
> Udaipur which could provide every type of scenery

that the novel and the film required and much more, and R. K. Narayan's unhappiness was more subjective, based on his love for the object of his own creation . . .. R. K. Narayan was shocked at the blotting out of Malgudi without the air of which he must have thought that the film would have been asphyxiated forgetting that the novel and the film are two different genres with different objectives and requirements. (2003, p. 33)

Thus the slight changes Anand made were necessary for the film to fit in the time and in the large context of India. As fiction and films are two different media of representations and each has its own distinct features, changes are inevitable when a novel or a drama is transformed into a film. About changes in adaptations, Linda Costanzo Cahir writes in her seminal book *Literature into Film: Theory and Practical Approaches*:

> In a traditional translation, the film makers stay as close as possible to the original literary text while making those alterations that deemed necessary and/or appropriate. These changes may be made in the service of the filmmakers' interpretive insight or stylistic interests, but just as often they are driven by a need to keep the film's length and its budget manageable, and to maintain the interests and tastes of a popular audience. In a traditional film translation of a literary text, scenes are added or deleted as needed; characters are often composites; and the settings are frequently modified in ways that make them more visually interesting . . .. (2006, p. 21)

An adopted story with some new additions to it and some omissions from the source text inevitably becomes a slightly different story because the writer's and the director's focus may not always be on the same subject. Moreover, the writer cannot intervene in a reader's interpretations of a text. A writer is the sole owner of his story, but interpretations of the story are not his or hers but the readers'. Therefore, when a written text is adapted for a film, the film-maker turns out to be the maker of the film's story as well. As Snyder writes, "to adapt a novel is to say something new about it, regardless of whether or not the adapter aspired to say something new or not; it is a new perspective on an original idea developed and created by someone else. To adapt a novel is to accomplish something new and innovative, perhaps not necessarily well or brilliantly, but

may be quite so" (2011, p. 225). Bluestone in his widely recognized book *Novels into Film* writes that "changes are inevitable the moment one abandons the linguistic for the visual medium" and, therefore, "it is fruitless to say film A is better or worse than novel B" (1968, p. 5). Gaston Roberge says, "A good film adaptation of a novel will not be judged because of systematic resemblance with the novel …. In an adaptation, the story must be the same … but the narrative units simply cannot be produced equally in two different means of production" (1990, p. 210).

However, although the above changes can be accepted as filmic necessities, Narayan's other objections are genuine. One such objection is to the last scene of both the English and Hindi versions of the film. He termed the last scene of the films as "most outrageous", in which the hero was shown dead, and an elaborate funeral and prolonged lamentation were added. While the films show Raju dead in the last scene, the novel ends with Raju saying, "Veland, it's raining in the hills. I can feel it coming up under my feet, up my legs——" (Narayan, 1952, p. 247). Then he "sagged down". It is not clear whether, by "sagged down", Narayan meant Raju died or just fainted and would wake up again. Thus while the novel ends in a mystery leading its readers to wonder about Raju's fate, the films turn to an easy solution of the enigma by showing Raju as dead at the end. The death of Raju was a great shock to Narayan who felt that with Raju's death the film made a different story and conveyed to the viewers a different meaning that his novel had not intended.

Narayan's objection to Raju's death is justifiable because this easy ending of the film brought down the novel to the level of a cheap story from a classic one. By showing Raju as dead, the film actually kills the greatness of the novel. For what *The Guide* has been a much-discussed novel, held as a classic of Narayan as well as of South Asian literature, is the mystery about whether Raju dies or remains alive at the end, but the film turns the novel into a traditional, commonplace film by showing Raju dead. Truly speaking, *The Guide* could be conceived only by Narayan, a master writer of all times in India and elsewhere as well, but the story of the film *Guide* could be made by any director of Anand's merit.

Narayan was also shocked by Rosie's taking dust from dead Raju's feet and putting it in the parting of her hair at the end of the movie. This portrayal of Rosie in the film also distorts the story of the novel to a large extent. Unlike other Indian writers,

Narayan did not create his female protagonist as one of the traditional, spineless women who consider their husbands to be their Lords and worship them. Rosie is a powerful woman with enormous potentiality and capability. She is highly educated, conscious of her rights and individuality. She does not succumb to, rather strongly defies the age-old traditions of the Hindu patriarchal society. Left by Marco, instead of crying in despair, she prepares herself as a skilled, worthy person and gradually turns herself into a star dancer acclaimed all over India. In the novel, when she is left by Marco and then cheated by Raju, she does not end up there. An inner strength, "which she herself had underestimated all along" fortifies her mind with such an indomitable spirit that "she would never stop dancing" (Narayan, 1952, p. 223). Raju says, "whether I was inside the bars or outside, whether her husband approved of it or not. Neither Marco nor [any man] had any place in her life" (Narayan, 2952, p. 223). But the film downgraded this strong, self-confident Rosie and presented her as a common, traditional Indian woman, and thus betrayed Narayan's "Women's Lib" movement (Narayan, 1974, p. 119).

To conclude, it can be said that the film *Guide* is, no doubt, a popular and interesting film. It contains almost all the good qualities that make a film commercially successful and garner applause of the audience and film critics. Its dialogue, story line, sound, songs, and so on are perfectly synthesized and synchronized. But people who have read *The Guide* will not get in the film what they get in the novel. While in the novel Raju is a fake guide—a fake tourist guide and a fake spiritual guide—and there is no surety as to whether he turns into a true spiritual guide getting divine message of rain at the end, the film shows in soliloquies how Raju fights with his inner self, conquers his worldly demands and martyrs himself for rain for his disciples. The novel does not make it clear whether Raju has attained divine knowledge through his abstention from food or talks of the coming of rain in a delirium resulting from his physical weakness due to not eating for ten days, the film ends with raining in torrents, putting an end to the sufferings of people and making Raju to them a great god for whom they would perhaps build temples and worship his effigy. The film thus makes Raju what Narayan says "a misguided guide". Besides, Rosie in the film only bears the name of the Rosie of the novel but does not contain in her the strength that the novel's Rosie possesses. She is, no doubt, an extraordinary dancer in the film, but remains a traditional woman who would find virtue in the dust of her husband's feet.

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Emerging Role of Electronic Human Resources Management Functions in Bangladesh – A Critical Review

Mohammad Shariful Islam[1] and M Abdus Samad Azad [2]

Abstract: Human Resources Management becomes a vital and comprehensive function in the organization with its growing importance towards business stakeholders. Big business conglomerates, renowned manufacturing and services sectors, NGOs, educational institutions in Bangladesh leverage to changing their functional window through the adoption of technology in human resources management and strategic-collaborative affairs of business. Thus, managing human resources in organizations is becoming smoother and gradually easier through the adoption of the technological system. This paper primarily aimed at a conceptual review of the understanding of electronic human resources management functions, systems and uses, and its functional areas. The key motivator of the paper is an effort to critically analyze the perspectives and challenges of technology-based human resources management function with outright benefits, workflow models relevant to smooth implementation in all types of organizations in the context of Bangladesh. It is an effort to unveil a comprehensive theoretical view to the readers to understand technology driven electronic human resources management functions in an organizational context.

Keywords: Technology, IT, e-HRM, HRIS, Bangladesh.

Introduction

Human resources management (HRM) is aimed at recruiting, selecting, developing and training, acquisition and maintenance of manpower in organizations to achieve a predefined goal. It consists of systematic process of doing recruitment, selection, training and development, performance management, grievance handling, employee services and support, payroll management and other supporting functions to manage people through developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their

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commitment towards organization as to achieving objectives (Decenzo and Robbins, 2010). In recent times, HRM is called the business partner because of its growing role in strategic human capital; identify talent, organization design, decision-making and skill sets (Khan, 2014). In different studies, the electronic human resources management (e-HRM) system has been transformed into an integrated HR business model to perform and provide strategic value, a magic form of transformation from a merely HR department to a strategic business unit and administrative functions to more strategic business supports (Lengnick-Hall, 2003; Bondarouk, T. V. & Ruël, 2009; Marler, J. H. 2009). Apparently, this indicates the growing need of e-HRM in business partnering phase. In another study, Evans (1997) argues that the role of e-HRM becomes a key player phase in organizations that create strategic value for the organizational decision-making functions.

Employment density in Bangladesh is about 56.1 million (BBS Survey, 2013). Hence, in every year new business scopes and areas are continuously increasing in both production and services sector because of the infusion of new technology, the growing need for human resources, and bigger capital investments. In a thrust of managing this expansion, most of the organizations are focusing on employing a big pool of human resources in the distinctive role, capacities to perform smooth functioning of business to ensure ultimate success. As a result of this increasing number of workforce, HRM functions become a key ingredient towards employers-employees-stakeholders. In recent times, Bangladesh put forward a high attention to infusing technology to ensure smooth control in core business operations as well as support activities (Hossain & Islam, 2015). The HRM function is a part of support services towards business. So the uses of technology in core functions of human resources recruitment and selection, training and development, performance appraisal and management, compensation management, human resources services, and payroll, employee database management have become a crying need to ensure the excellence and make HRM better to the best. Information and Communication Technologies (ICT) are the great blessings by which HRM is exploring a mass revolution, and key factors of this change are the utilization of internet and web-based augmented technology in HRM (Gueutal and Stone, 2005; Legnick-Hall et al., 2003; Lee, 2005). In contemporary days, electronic technology diversely impacted almost every sector of Bangladesh irrespective to the government, semi-government, small trading, conglomerates and other forms of

private firms. Starting from a small trading to big corporation of high business turnover there are influx of this technological acceleration. The slogan of government on "Digitalization" everywhere and its quickest application at the organizational level have made a revolution. These digitalization trends have become a key driver of greater influence on electronic HRM practices in Bangladesh. The green HRM is also a foremost driver which necessitates paperless task, environment-friendly works in e-filing, car sharing, teleconferencing, virtual interview, recycling, eco-friendly function (Mandip, 2012). HRM department as a manual paper-based work has been shaded by the light of green HRM where electronic system is a milestone. So, all these gradual changes and possible infusion of e-technology necessitates knowing the concept, uses, and purpose, model, benefits of electronic HRM functions in the context of Bangladesh.

Objectives of the Study

The general thrust of the study is explored to understand the electronic HRM functions alongside the benefits, uses, and models in a conceptual context. However, the specific objective may put forward as below:
- To understand the concept of electronic HRM and the functions from a literature review.
- To present available application software and functional uses, workflow models of electronic HRM system.
- To understand the benefits and challenges of electronic HRM functions in the context of Bangladesh.

Methodology of the Study

The nature of the study is exploratory which shows qualitative way of exhibiting emerging role of exploring technology in HRM functions. In pertinent to that, organizations from the service and manufacturing sector are targeted. The study has been conducted mostly based on secondary data by extensive literature review alongside printed and online journals, magazines, conferences, workshops, and seminars. Primary data have been obtained on recent practices of electronic HRM functions. The respondents are the head of human resources, HR managers of organizations. Key informant interview, e-mailed responses through semi-structured questionnaire has been conducted as per objectives and depth of the study. The questionnaire has been designed with some specific questions

and blank space for open comments by respondents. The response has been accepted only from organizations that are currently using technology in their human resources management functions partially or fully. Following types of questions have been designed to conduct the survey:

- Does your organization use an electronic system to perform HRM functions?
- Please name the systems that are used in your organization to accomplish HRM functions.
- Please specify the name of HRM functions performed by the system.
- What are the advantages you are receiving and what are the challenges you are facing to use electronic HRM system?

Conceptual Analysis: Understanding Electronic Human Resources Management (e-HRM)

In general, electronic HRM means an integrated system that uses technology to execute recruitment and selection, training and development, performance appraisal, compensation management, human resources services, payroll management, and other similar functions. The literature on electronic HRM in the context of Bangladesh is sparse. There are a few studies where Human Resources Information System (HRIS) and digital HRM are often used to mean the technology-based HRM functions. As such, the author has searched South-Asian and other countries where electronic HRM system is already in practice. In the relevant researches, the literature defines electronic HRM as the integration of technology into the HRM functions. The electronic HRM named as "system" which is relatively an evolving concept in the field of HRM function that has been equipped with the application of web-based technology (Hosseini & Nematollahi, 2013). The conventional corporation management system in Bangladesh has got an immense change by replacing manual to digital where HRM function is an integral part (Akkas, 2017). In every organization, the Human Resources Information System is momentous to make the excellence of managing people and to ascertain a competitive platform which is continuously obtaining the acceptability and popularity in Bangladesh (Jahan, 2014). In Bangladesh, the digital media as well as web-based system, facebook, linkedIn, intranet, Viber, Skype, Twitter, ERP software, e-paper, cloud networking system, satellite communication magically transformed HRM practices through infusing online recruitment, video conferencing, e-learning, e-

performance (Akkas, 2017). The human resources information system can be stated as a computer based applications for assembling and processing of HRM data (Hota & Jyotiranjan, 2012). The HRIS is defined as a unique system that consists of a wide span of functions and activities starting from human resources planning to employee information management of an organization (Bhuiyan & Rahman, 2014). Hendrickson (2003) defined, the technology-based HRM system is an integrated system which is completely used to obtaining, archiving, preserving and analyzing data on human resources of an organization. In another study, electronic HRM denotes the utilization of internet and software that facilitates the movement of employee information, employee communication, employee selection and employee and stakeholders training (Paauwe et al., 2005). Lepak and Snell (1998) in their study explained e-HRM as a ''Virtual HR''. Accordingly, it is completely a structure based on networking mediated by infusion of information technology to act as an associative to the organizations for the purpose of obtaining, improving, and establishing a human capital. The technology which allows employees for close and confined access to HRM function alongside other services of communication, performance & team management, team monitoring, learning and knowledge management with other forms of applications (Watson Wyatt, 2002). Electronic HRM is a complete use of web-based technology which means adopting and establishing human resource policies, strategies, and ensure practices within an organization (Ruel et al., 2004). In a study of Lengnick-Hall and Moritz (2003) it shows that electronic HRM is a form of an online HRM which utilizes a comprehensive application of internet in order to accomplish all activities and execution of HRM functions. Electronic HRM comprises of planning and implementation of HRM through adopting technology to share in two tiers of support and networks between more than one parties (Strohmeier, 2007). The research on electronic HRM by Voermans and Van Veldhoven (2007) states that, E-HRM is a kind of supporting tool to furnish organizational HRM activity in association with internet technology through application of computer hardware and software which provides the services of human resources databases in retrieving, collecting, preserving, maintaining, editing, analyzing and even manipulating if required. Electronic human resource is defined as a blend of ''PPT'' which means the people, the process, the technology (Sareen, 2015).

From the extracted literature we may define electronic HRM uses the web-based connection that automates HRM functions

through the utilization of information technology in a smooth forms and content. It is the use of cloud computing that enables the services of data storage, software, computer processing in a broader platform of utilizing virtual network to be connected from any location, distance through every form of compatible electronic devices. It is the functions of collaborative connections of at least two or more people in a magnitude of technology to perform the HRM functions regardless of the location, the distance. As such, e-HRM is a type of human performance technology that enables the solid, relevant, optimum effort to extract the maximum goal of an organization in course of human capital utilization and management as a whole.

Available Technology for Electronic Human Resources System and the Key Functions

Some studies show that there are a good number of full packaged softwares available in Bangladesh (Bhuiyan & Rahman, 2014; Islam, 2016) in the last few years. Hence, some organizations are using partial and few of those customized ones and are doing need-based outsourcing.

Name of the System/Software	Functions/Activities
ERP-WORKDAY	It is an Integrated ERP also used for financial management. It covers recruitment, selection, payroll, separations, employee information, compensations
HCM	Human capital management developed by Micro Image Corporations covers the training and development, PMS, employee database, employee personal and family record, previous jobs, salary history, promotion history, Overtime and payroll management, job descriptions and KPIs, organogram, employee reporting, compensation lists, academic and professionals qualifications, training history, and training needs analysis through performance gap reports

Name of the System/Software	Functions/Activities
Oracle- HRMS	Integrated for Oracle recruitment, employee Self-Service Human Resources, allowances and Payroll, HR Intelligence, Oracle Learning Management module, Oracle working Time and additional labor
SAP HR-ERP	A customized version of ERP originated by SAP. It covers the human resource systems, integration with all other functions and department, e-requisition, e-inventory, employee services of hospitalization claim, overseas tour, and medical bill reimbursement
HRIS-customized	Only limited and specialized to record employee leave, employee attendance, employee holiday, all kinds of allowances, payments for additional works
Abra Suite	Exclusively for payroll management
ABS	Contains general information of employee as a database, salary-wages information, emergency information and contacts, employee reminders and notifications, Evaluators of performance, Documents, photos, image, screen shots, employee separation details
CORT: HRMS	Tracking applicants for selection, screening, employee attendance tracking maintaining calendars, salary data, measuring, tracking employee skills, job, marital and employment status tracking, past employment history, any reviews of performance and pay, every other form of data update, discard, modifications
HRSOFT	Categorizes the level of managers and tracks role, measures and evaluates the technical and functional competency and talents of managers, extracts multi types of report related to human resources, records CV and makes CV Bank, enters, edits, reviews employee profile, list of replacement of positions, succession analysis reports, diagnoses the potential employee for promotion, mapping skills deficiencies, record of ad-hoc or sudden job vacancy, managing the skill or competency, career progression and pipeline planning link with the succession planning

Name of the System/Software	Functions/Activities
Human Resource Microsystems	Employee qualification record both in academic and professional, confidential employee data preserve & reporting, employee compensation and other benefits, history of employment previous and current employer, human resources hiring requisition tracking, managing training calendar, training plan, future manpower planning with successors pipeline, prepare and design organization charts, review existing charts of organizations, employee troubleshooting, employee self-service, e-Notification, e-planers and scheduler, and Performance management, appraisal
PeopleSoft	Electronic recruitment, CV screening, filtering processing, and fixing to the job specification, procurement of enterprise services, human resources planning and management budgeting
Spectrum HR	This is a web-based system. Anywhere anytime offshore uses is possible, this is known as iVantage® and HRVantage®
Vantage: HRA	It has a summary screen where the window shows basic, a number of leave, history of absenteeism, employee positions list, salary and benefits history, a defined module for employee training and skill development, late attendances. It allows instant click report, auto internal notifications on various issues & approvals, list of disciplinary cases and any other kind of special events
Others-customized	There are organizations that use their self-developed or customized software; some of those are Frontiers, E-views, Biotech HRM system, PIMS, ERP solution, Basel ii, Flex cube, SAM, SAP. Now a day's many organizations outsources few customized services from a professional service provider who has defined supportive software

Functions Performed by Electronic Human Resources Management System in Bangladesh

This study intended to cover the functional uses of e-HRM system in Bangladesh and the area of uses has been identified accordingly.

Electronic Recruitment and Selection (E-R & S)

It is recognized as an online or web-based advertisement of job vacancies in company website or in an online seller (Galanaki, 2002). Nowadays, this becomes a very popular method of completing recruitment in a very shortest possible time, incurs less cost and ensures robust process (Ensher et al., 2002). An organization has its own website where a candidate can upload his/her CV and related information. The candidates can get log-in ID and passwords to review, update their CV. Employer maintains the CV bank and filters required CVs and processes selection test. In some other cases, an organization that does not have its own website hosts the outsourcing site or receives CV from the candidate by email. Electronic recruitment and selection got a tremendous attention in the past decade reducing time, money, efforts, paper works and accelerating quick decision making to job offer (Galanaki, 2002). Hence, it also reduces time, physical movement of candidates from one place to other place and eliminates conventional lengthy recruitment process. The use of electronic gadgets, Skype, Twitter, Viber, IMO, LinkedIn, and other internet-based systems, video conferencing also enables the employer to conduct selection test from home and abroad in a shortest possible time, cheaper cost in efficient and transparent way. In a selection test, the methods, competency, skills are pre-defined in the system. The candidates are given the link in their email ID and candidates attend in the online test. There is an assessment center where the performance track of individual candidate is automatically recorded.

Electronic Learning and Development (E-L & D)

Electronic learning and development activity consists of learning and development with the facilitation of information and communication technology (Khashman & Al-Ryalat, 2015). Web-based learning modules are kept available in employee system both local intranet and World Wide Web

linking other learning sites (Sambrook, 2003) and accordingly employee can download video clips and text, read, and also attend the examination to see the progress. This may help to achieve both soft skill, technical job knowledge, and customized job skill as per organizational business needs. Human resources IT administrator can change the training module, update new modules. Electronic learning is possible through virtual classroom system, video conferencing, group chat which eliminates the physical distance between headquarters and branch offices, regional offices, factory offices. Candy et al. (2015) opined that, if employees have right to accept option between old and new systems, they tend to accept a new e-education system in a hope that, E-Systems may make better and more effective insight of subjects. Nowaday's most on the job training and off the job training are using YouTube, video conference to complete learning and interactive professional exchange within distant offices. This cutting-edge technology brings global geography in one platform which is functioned by e-HRM. The training needs analysis is also performed by tracking the competency gaps in the annual performance appraisal.

Electronic Job Analysis & HR Panning (E-JA & HRP)

Job analysis is a procedure through which a job analyst determines the duties of different positions of an organization and the characteristics of the people to hire them (Dessler, 2005). Through job analysis, the organization makes the job description and job specification and accordingly job analysis guides in human resources planning and budgeting. Competency is preset as per job nature and this set of competencies is placed through a system which automatically results in the importance of a job. Hence, the job description for each position is uploaded into the system by a system administrator or HR department. An employee can easily view his/her job description into the system and can trace their performance progress. HRP is both quantitative and qualitative process of ensuring that the organization has the right people, at right time, doing the right job (Armstrong, 2003). In order to make human resources budget, there is specific filed and breakdown of human resources cost in the software. The finance and accounts department can extract the cost breakdown and assume the possible cost for the next year.

Electronic Performance Appraisal and Management Function (E-PA & PM)

Performance appraisal system is a part of performance management. The electronic performance appraisal system is very confidential and there are two ways of appraisal (self, supervisor) that reduce paperwork, minimize time and cost of HR department. Performance Appraisal is the process to assist in reducing the cost of B2E management that focuses web-based services in managing employee performance for the organization (Hansen & Deimler, 2001; Adamson & Zampetti, 2001). There are key performance indicators (KPI) or key result areas (KRS) and weight is given for each KPI. The number of KPI is put into the system by a human resource administrator at the beginning of the year on which employee himself and supervisor are scored, commented, reviewed. The overall recommendation, performance goals, results, performance planning (Ball, 2001) and proposal for pay review, promotion, demotion, punishment, and other rewards can be viewed by the system.

Electronic Compensation (E-Comp)

Compensation is defined as the direct and indirect and non-monetary reward which is awarded by the employer (Akkas, 2016).The e-compensation facilitates an open system for the employee and disseminates clarity of compensation (Ngai, et al., 2008). Employees are paid monthly salary and different types of allowances according to their positions. The complete compensation database can be stored through an electronic system with necessary deductions. It enables pay slip method into the system that an employee can easily extract, print, and download from his/her system. In the case of provident fund management, the system may help to keep regular track of savings and contribution by the employee, the employee can draw the loan against his total deposits. Most of the organizations are exploring integrated software for provident fund management and some of these have started doing a separate system for provident fund management which is linked with the accounting system. Initiating the electronic compensation system may help the organization to ensure an equitable, grade based, performance measures and incentive pay system. Organizations, where variable payment system in single or multiple shifts/roster works such as overtime work, monthly/weekly bonus payment system, piece-rate payment

system, daily payment system, fortnightly payment system, holiday/night allowance payment system, can be benefited using this electronic system. This is a very quickest process where less manned hour, paper works, less time are required. Hence, this system can increase employee motivation by reducing confusion as an employee can also see his total payment breakdown, deduction etc in a systematic way of calculation by the electronic system. Again, this system is used to design the bonuses for subordinates and further confirmation verification (Townsend& Bennett, 2003).

E-HR Services and Payroll (E-HRSEV & P)

Human resource information services explore the services towards employees. In this system, the employee may get the record of health insurance of his family, life insurance premium and claim settlement. In case of tour, travel, seminar, training, and conference conveyance billing employee can pass the requisition through the system instead of manual forms. For payment process, particularly the monthly salary and other allowances are easily transferred and transmitted to the accounts department for payment. An employee can receive the notification by an auto email from the system.

E-Personal File and Database Management (E-PF & DBMS)

Personal file management of all employees irrespective of grades is an important task of the human resources management department. The personnel file consists of all the professional information of employee particularly employment history, experience, certifications, rewards received, educational and professional details, training certificates, national ID cards, passports details, husband/wife/kids information, joining date, date of job confirmation, position, last promotion, number of promotions, level of reporting, religious status, blood group, emergency contacts, professional memberships, insurance cards, tentative year of retirement, number of children, ID card number, record of performance and punishment, yearly pay review, job descriptions, key performance indicators and all similar nature of information. Under this electronic system, there is employee wise database where employee also may get the access to his log in system. The human resources department updates all the information periodically and checks all the relevant information.

E-HR Communications (E-Com)

A meaningful communication is always a key requisite for organizational effectiveness (Penrose et al., 2005; Punnet, 2004). Effective communication binds employees in a team and helps attain personal and group goals (Penrose et al., 2005). As such, employee communication is a part and parcel of HRM functions. It is unlike the general and day to day routine functions of any other department as this communication needs the transparency, generosity, specificity, clarity, and every form of excellence so that employee can be disseminated a true and relevant information alongside ensuring that the recipient has rightly received and understood the content. The key role of the human resources department is to disseminate and convey all kind of management information, instructions, notices, official memos, orders, circulations, and advertisement. The communication requires a time-bound and completeness of user understanding. In the system there can be a group email system ''intrasystem'' where every message can be disseminated, announced and an employee can easily read, get updates regardless of his location. This keeps employees connected twenty four hours even if s/he is on leave or on functional duty travel at home or abroad. In this system, there may be an option where an employee can solicit any further clarification if he or she cannot rightly understand the communication.

E-Policy and Manual (E-P & M)

Policy dissemination towards employee is an important part of employee education about the organizations. This includes human resource policies, procedures, instructions, rules and also the mission, vision, objectives of the organization towards new and existing employee. All approved human resources policy can be uploaded into the system so that employee can view, visit and review. In case the organization feels the privacy of uploading detailed policy, the summary of that policy can be uploaded as employee handbook and the organization may restrict down-loading option from the system.

Activity Checklist to be Followed for Implementing e-HRM in Organizations

Following the list of activity is suggested to implement the electronic HRM in organizations. However, this may also be implemented in a form of project management.

Identifying necessity of E-HRM
-Purpose
-Objectives

→

Conduct feasibility study:
-Suitability analysis
-SWOT analysis
-ROI and Cost
-Management approval

→

Selection of sourcing E-HRM
-Readymade system
-Or customized

→

Implementation team
-Database development
-Traning to users

↓

Follow up or revies:
-Maintenance
-Assessment progress
-Monitoring

←

Full implementation:
-Final launching
-Activation

←

Pilot test
-Among on or two department
-One or two SBU

Identifying the necessity of e-HRM should be the first stage of implementing e-HRM that includes a predefined skeleton of total purpose and objectives both in qualitative and quantitative.

Conduct feasibility study covers suitability and adoption of the system, strength, weakness, opportunity, threat analysis in business context.

Selections of sourcing e-HRM stage include selecting the best sources of acquisition or manage the system made or customized as per required functional demand.

Implementation team covers the formation of the database implementation team, project management, development of a database, training the team, internal system configurations, access IDs.

The pilot test includes initializing the system in one or two departments or business units instead of introducing in the total organization as a whole.

Full implementation stage covers the final operational action of implementing the system, makes the system available to the ultimate users, and provides system accesses.

Follow up stage includes overseeing, reviewing and monitoring the progress of the implemented system. In case the system does not work well it may turn back.

Work Flow Model of Application of Electronic Human Resources Functions

The model of electronic HRM functional work flow suggested and developed by the author is the integration of people, organization, and technology. It may be named as "E-HRM system". Under the system, there has to be a central data storehouse in a server. User employees, the stakeholder may view the database, functions, and support services on a requirement basis. The user has to maintain a confidential system login access through electronic tools, devices.
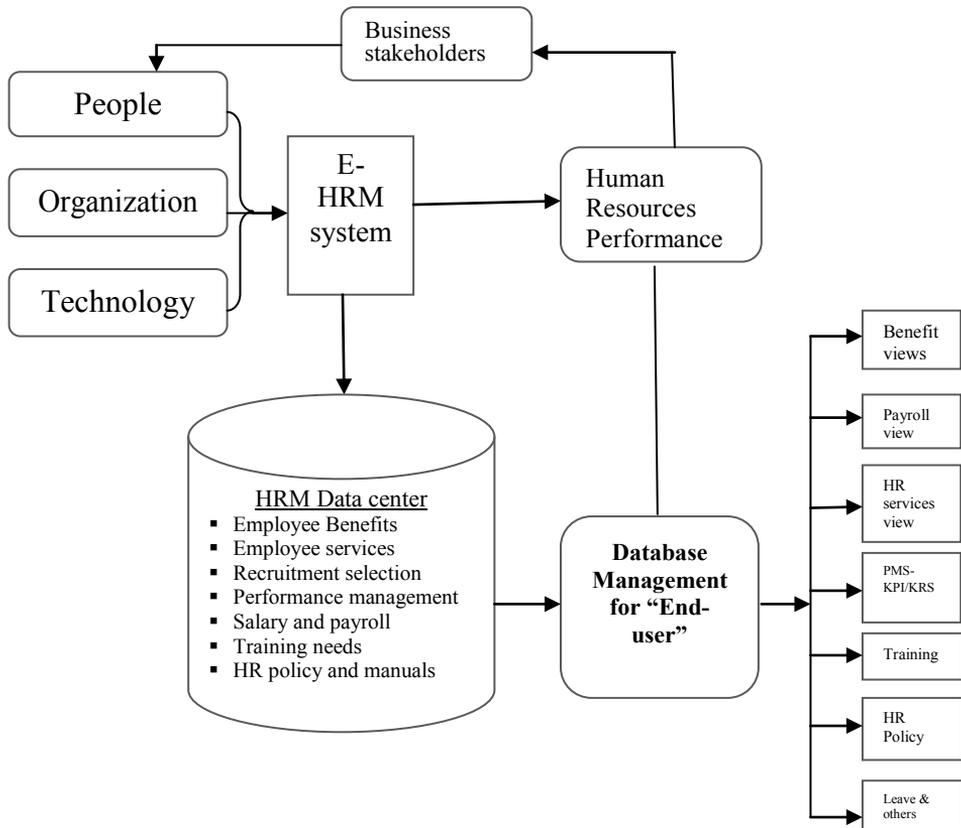
Advantages of Electronic Human Resources Management Functions in Bangladesh

In view of growing importance, electronic HRM has already gained attention in most of the organizations. It is remarkable that, very small size of enterprises is also using electronic HRM

system to automate payroll system, managing attendance, recruitment and selection (Agarwal & Lenka, 2018). In order to ensure a successful electronic HRM system, the employee factors have always significant impact (Dessler, 2005). While conducting this study following few benefits has been drawn:

A Complete On-line Supports: Electronic HRM system facilitates a complete solution and support to perform HRM functions. This indeed improves the speed, quality, accuracy, efficiency of services reducing the time, labor, cost and bias.

Smooth Functioning: It accelerates most of the day to day functions, management reporting function, decision support function, and also routine tasks like employee data, personal files maintenance, quick analyzing of data, and reporting.

Adequate Human Resources Management Communication: Human resource communication is a part and parcel in modern days. It is unlike other general communication of some departments. HR communication includes employer, employee, stakeholder, line manager-employee and so on. The electronic HRM system is faster, time-saving form of communication.

Self-Management of Information: An employee can get access to his personal data from any part of the world quickly within a second. It helps him to see the updated personal details and all other tangible-intangible benefits (Akmanligil&Palvia, 2004; McKenna, 2002; Webster & Buchanan, 2002; Stone, 2005; cited in Sareen, 2015).

Green Human Resources Management: Instead of using millions of paper records, the electronic system enables the databank server to keep eco-friendly, paperless, e-filing and storage of employee data (Mandip, 2012).

Encouraged Human Resources Research and Development: Research and development assists in Decision Support System (DSS). Every research requires a relevant data. Using electronic HRM system assists in easy storage, editing, retrieval and extract of data. All those data can be ready in hand and preserved into human resources management software. Electronic system enables an adequate research, analysis, and development to make analytical and quantitative decision making, setting strategy for employees. Hence, this system exclusively confirms the accuracy of the data and less possibility of preconceived decision with subjective biases in the decision.

Manual Work to Automation: Manual work defines human labor intensive work particularly on contrary to same done by machines (Wikipedia). The Technology based electronic human resources management is the new window of converting manual work to automation (Islam, 2016). The infusion of automation of HRM function accelerates to eliminate bureaucratic system and introduces the self-service system by reducing human labor, time and efforts. As a result, human resource functioning becomes faster, time bound and efficient than it was.

Time Used for HR Personnel: Through enabling the system it may encourage the human resource managers to spend their time in people management activity (Lepak& Snell, 1998; Ruel et al., 2004; Shrivastava & Shaw, 2004; Martin et al., 2008; cited in Sareen**,** 2015). Furthermore, it allows managers to collaborate in strategic business partnering, advocacy, employee engagement, strategy development with the mainstream business functions instead of remaining busy in micromanaging function of so many administrative works.

Enabling Strategic Decision Making Process: Apart from above significant contributions, the electronic HRM is an effective and efficient means to facilitates the reduction of overhead cost, employee efficiency, and greater functional output instead of spending more time in support administrative functions and enables strategic decision-making process. The system is a proven, efficient, more dependable, comfortable to use, a pragmatic way of establishing human resources policy and practices (Akkas, 2017).

Limitations and Challenges in Adoption of E-HRM in Bangladesh

A number of studies have been reviewed in pertinent to fulfill the objectives of the study and the following challenges, limitations of the electronic HRM system in the context of Bangladesh are identified.

Adoption Challenges: A solid and effective adaptation of electronic HRM system is a high concern of Bangladesh. Most critical factors of implementing electronic HRM in hospital and banking industry are the IT infrastructure, support from the top management, information system resources capabilities, capacity of the user employees, perceived cost and expenses,

and pressure from rivals of the same industry (Alam et al.,2016; Masum, 2015). In a related study it has been found that the interest and patronization from the top management, the reluctance of budgetary spending, less interest in technological innovations in HR functions, acceptance and lack of cooperation from functional managers, SBU Heads are some potential challenges (Islam, 2016).

Security and Confidentiality: Electronic HRM system may fall short of security, confidentiality of data as well as the resistance of the existing employees to use web-based tools (Swaroop, 2012; Akkas, 2017).

Organizational and Management Education: Inadequate and lack of organizational human resources management system, utility, strategic advantages are a remarkable problem of implementing the system (Islam, 2016).

Employee Attitude and Resistance: The attitude of non-acceptability, the feeling of reduction in manual work, perceived threat of cut affects employee to grab and cope up with the new system (Islam, 2016; Masum, 2015). Particularly the age-old employees have the tendency to resist the uses of the digital system (Akkas, 2017). However, the topmost factor to become successful in this technological transformation is the acceptance by its end user (Fisher & Howell, 2004).

End-End IT Supports: Insufficient set up of IT system, unavailability or disruption in official network connections, scarcity of required bandwidth capacity, timely supervision, lack of instant troubleshooting of the problem and absence/lack of follow up of the problem are a critical challenges of electronic HRM function (Islam, 2016).

The Absence of Employee Training and Knowledge of IT: There is a shortage of IT skills among employees. The lack of optimum level of drive and efforts by human resources department to train and educate employees on using the technology-based system, lack of training needs analysis, poorly arranged learning sessions, the absence of post-training communication and follow up to see the user progress are some critical causes (Islam, 2016; Akkas, 2017).

Risk Generated from the System Itself: Sometimes the lack of control may lead to the possibility of data hacking and other forms of cybercrime that makes an organization vulnerable as well as risky.

High Initial Cost: It is expected that technology based electronic HRM function may lead to reduction and optimizations of overhead cost but at the initial stage of buying, installing, full functioning may create a high cost to the management.

Conclusion and Recommendations

HRM function is heading towards digital age through continuous development and gradual improvement. The manifold outcomes, some challenges, workflow models, the available system of electronic HRM have already been articulated in the study. So, before deciding the implementation of the electronic system, it is a prerequisite to fully institutionalize understandable HRM functions first. As such, efficient and effective implementation and uses of a new comprehensive system along with realizing maximum output should be the prime concern. The key motivator of every new system is to generate new opportunities and benefits. Hence evaluating the challenges prior to install new electronic HRM system may enable better things to the best, goal achievement to goal congruence, effort minimization to result maximization, cost-cutting to cost optimization, excelling efficiency by removing that deficiency, simple and flexible rather than being complicated, pushing forward rather than lagging behind. This conceptual study may provide an important input to the decision makers, human resource managers and knowledge hunters to get insights and self-educate knowledge of this cutting-edge system to manage human resources functions. The author viewed that, the intention of top management, increased organizational learning, creating technological culture, allocation of sufficient budget, flawless internet connectivity, a complete user-friendly software, and training and overall flexibly may make e-HRM a strong tool for deriving success.

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Challenges of Developing Speaking Skill through Classroom Interaction of EFL Learners

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Abstract: This paper shows the challenges of developing speaking skill through classroom interaction of the EFL learners at Prime University. Besides, this study aims at investigating the shortcomings faced by Second Language (L2) learners during classroom interaction. A mixed method approach was followed throughout the study. Data were collected from Prime University EFL learners, teachers and classroom observation. A semi-structured interview questionnaire for students, an interview schedule for teachers and an observation schedule for classroom observation were used. Major findings of the study showed that nervousness, fearfulness, inattention to class, mistakes in grammar were frequently faced by the learners. This study recommended further steps to be taken for ensuring better outcomes in enhancing speaking skill. In this context, students are encouraged to practice multiple activities including pair work, team work, chorus practice, individual work, reading newspaper and watching movies.

Keywords: Challenges, classroom interaction, EFL learners, speaking skill.

Introduction

English has dominantly taken the place of global driven force and economy (Coleman, 2010). In the context of Bangladesh, a good level of proficiency in English Language is a pre-requisite for getting a good job and it is also considered as an indicator of success (Farooqui, 2014; Ashrafuzzaman, 2014). In this circumstances, learners are to experience English from primary to university level, but despite covering a long path of learning English, they hardly have good command over this language (Babu, Ashrafuzzaman, Begum & Hossain, 2014; Ehsan, Ashrafuzzaman & Das, 2011 & 2012). In Bangladesh, students are required to read English at the primary and secondary levels for about twelve years (Khan, Ashrafuzzaman & Begum, 2014; Ashrafuzzaman, Babu, Begum, 2010). But their level of proficiency is not satisfactory (Sadruddin, 2010; EIA, 2009). In English classrooms of Bangladesh, teachers do not practice four language skills, i.e. listening, speaking, reading and writing. This order of learning process is universal because an infant starts its language acquisition from listening and obviously,

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listening contributes to increasing the capacity of speaking. Listening is a receptive skill that allows leaners help to comprehend a language and with this understanding, the learners are capable of speaking. Similarly, like listening, reading is also a receptive skill that has a close relation to speaking because reading makes the learners confident by providing the necessary information for speaking.

Speaking and writing are two productive skills by which the language efficiency of an individual is measured in most cases. Though writing stands last out of the four skills, it has an influential approach in learning a language because not only in Bangladesh but also in world context, writing is considered a strong formal approach in evaluating students' performance. In fact, a set of four skills are the four capabilities interrelated and inseparable and thus, help the learners to have a good command in speaking, no doubt (Farris and Kaczmarski, 1988). But at all stages of the studentship, they are to go through the procedures of writing answer scripts in their examinations. However, a small scale of practice of speaking is seen at the universities.

In this connection, English has been compulsory for the students of first and second semester at all public and private universities where in most cases, teachers focus on developing writing and speaking skill of the learners in the target language. In fact, the study is about developing speaking skill and so, until or unless classroom interaction happens, speaking capability can never be achieved despite having knowledge in grammar. So, grammar cannot be the single most factor in terms of achieving speaking skill. Classroom interaction with sharing and caring can reach someone's goal to the optimum extent. Learning speaking is fully concerned with active participation, communication or interaction with others. So, interaction plays a very significant role in developing a learner's ability in that language (Leong & Ahmadi, 2017). This study explores various obstacles faced by students in speaking during the classroom interaction. Researchers try to pick up the recommendations and suggestions through interacting with learners and teachers who attend EFL classes.

Rationale of the Study

Classroom interaction builds up the capacity of how to develop speaking skill within the motivated set of principles. It is very urgent for the EFL learners to interact and communicate in process of developing speaking skill. Brown (2000) states that

interactive learning is the main issue of all the existing theories regarding the development of communicative competence in a target language. Interactive classes, in most cases, ensure some strategies which are firstly, to do a lot of pair work and group work, secondly, to receive authentic language input in real world context and finally, to produce language for genuine and meaningful communication. This study will be beneficial for the EFL learners to have the efficiency in mastering the language especially in the field of developing speaking skill through classroom interaction, it also makes room for the teachers in taking different techniques to teach the speaking skill in a very organized way. In addition to that, this research will be helpful to the curriculum of English language at universities. Micchael Long (1996, 1985) described "Interaction hypothesis of second language acquisition" as the main theoretical foundation of interactive learning cited in Brown (2000).

This study sheds its light on classroom interaction, which might be easily considered different from other researches as it is not talking about communicative or traditional method, rather emphasis has been made on the types of classroom activities and obviously the total procedure will help to find out the challenges and reach its utmost solutions. Another aspect of this study is that in the whole class learners get engaged in classroom activities assigned by their teachers, so there are a few chances for the learners to overlap the class.

Literature Review

Speaking is the productive oral skill. It requires a lot of hardship if L2 learners intend to develop their speaking skill as it cannot be achieved overnight. Speaking needs systematic verbal utterances as it conveys meaning (Nunan, 2003). The success of learning any language is mostly credited how much learners interact in that target language. Besides, speaking stands significantly among the four skills i.e. listening, speaking, reading and writing in a target language (TL). So, developing English speaking is a must to make L2 learners competent for the world ahead. Speaking is directly or indirectly concerned with communication as well as interaction and in this regard, Brown (2001) emphasizes on interaction when he asserts, "Interaction in fact, the heart of communication, it is what communication is all about".

Anderson (1993), Chowdhury (2001), Lui (1998) and Li (1998) support the idea of challenges which learners face during the participation of classroom interaction. They also add that in the countries like Bangladesh, China, Japan, Korea etc. English speaking is practiced through grammar translation method where the input of grammar gets the most priority and for this, learners are not interested to get themselves involved in the conversation during the interaction of the class. In this connection, Li (1998) further comments that as learners are accustomed to keeping themselves confined in the traditional rules of grammar, this practice becomes a tough issue for them in terms of participating in the classroom interaction. According to Hoge (2012) learners know a lot of grammar rules, noun, verbs, clause, phrases etc. but still they cannot perform as they do not participate in the classroom interaction, rather they become dependent on their teachers directly during the days of schooling. Moreover, most students of schools, colleges and universities focus on academic writing.

Lukitasari (2003) conducts a study towards learners 'strategies in overcoming their speaking problem and it has the same literature, especially focusing on the following challenges. This study shows that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation and mother tongue use in their speaking class. As a solution, the study emphasizes on learning three components such as vocabulary, grammar and pronunciation.

From the study of Urrutia and Vega (2010) it is also found that lack of vocabulary, diffidence and fear of being laughed at are the major challenges in the classroom interaction. Apart from mentioning the challenges, they find a solution that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encourage them to improve their speaking skill. Louma (2004) asserts that it is very difficult to speak in a foreign language and it takes a long time to develop communicative competence in the target language. There are many challenges in which learners are to go through and are guided by the rules of that language. In the same vein, Chowdhury (2001) states that in Bangladesh, students do not have any scopes to be acquainted with skill development courses, so classroom interaction using communicative approaches seem tough to them as they have a modest conception regarding grammar and structures but hardly have the ability to use these issues in developing speaking skill. According to Chowdhury, the effective results remain next to impossible except ensuring an atmosphere congenial to learning

English, especially in the field of developing speaking skill by participating in the classroom activities.

Echoing the same, Jabeen (2013) states, ''The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently''. Additionally, according to Thurnbury (2005), Azeem, & Bashir (2011) in process of developing speaking skill, there should have three areas of knowledge and these are the mechanics ((pronunciation, grammar, and vocabulary), Functions (transaction and interaction) and Social and cultural rules and norms. So, being failed to cope with these three, speakers can hardly express their ideas in any language.

However, Nunan (1991) points out that success in speaking (TL) is considered on how learners continue their conversation in that language and so, unless they are able to speak, they get discouraged and lose their all hopes in the bud. He further suggests that if things are done properly, classroom can be a fun as well as a dynamic place in case of increasing the motivation of the learners in general. Richards (1990) also asserts that he has the same opinion that students like learning speaking skill and their improvement is measured how much they have improved in their speaking. In another connection, Wills (1996) outlines a solution and in this regard, he focuses on creating a positive environment to inspire the learners' interaction during the class hour. He emphasizes on task-based learning which ensures the designing of communicative activities and the development of oral skill. Mazouzi (2013) asserts that both fluency and accuracy are important elements of communication and through classroom practice, learners can develop their communicative competence. Prieto (2007) conducts a study on the cooperative learning tasks and suggests the way of improving speaking skill by interacting and learning from others. In addition, it is asserted that topic should be selected based on learners' interest to make them inspire in speaking.

It is observed from the different studies mentioned in the literature review that generally, learning traditional grammar, lack of perform-oriented classroom activities, uncongenial classroom environment, fear and nervousness of making mistakes, lack of vocabulary and use of mother tongue are the major challenges, L2 learners face in terms of developing speaking skill. At the same time, different studies come into the conclusion by giving some important strategies in overcoming the challenges.

Objectives of the Study

The main objective of the study is to explore the challenges, the undergraduate EFL learners face during the interaction in the classroom and the ways of overcoming the challenges for developing the speaking skill of the learners.

Research Questions

a) What types of challenges EFL learners face in speaking during the interaction in the classroom?
b) What steps should be taken to overcome the challenges of developing speaking skill?

Methodology of the Study

This research was a mixed method research (both qualitative and quantitative) in nature. Data were collected from Prime University EFL learners, teachers and classroom observation. Twelve EFL classrooms were attended and observed and the duration of each class was one and half an hour. The teachers' mode of delivery was English-Bengali mixed. From those classrooms, the researchers enlisted some major problems regarding the development of speaking skill through classroom interaction. Besides, forty students were selected purposively from five departments whereas 10 students from Business, 8 from law, 7 from CSE, 7 from EEE and the rest 8 from English department became the respondents. After the classroom observation, six ELT teachers were interviewed individually and a semi-structured interview questionnaire was used for the students. To make the study convenient, the researchers collected data through YES/ NO questions based on the observation findings and then open-ended question was used to collect narrative information from the students and teachers. Yes/No questions used for students and teachers' interview were shown as quantitative data and open ended questions were used to show the qualitative data. The collected primary data were transcribed and analyzed both empirically and thematically. Triangulation was carried out by comparing the participants' responses and observations, to identify what was common and to recognize the gaps that might be in the collected data. The study was carried out among Prime University EFL learners who studied second semester in different departments at Prime University.

Analysis of the Study

Challenges of Developing Speaking Skill
The challenges shown in the figure were found from the classroom observation while students were interacting in the classes. Among the 12 observed classes, the minimum class size contained 30 students and the maximum size ensured 40 students in the class and almost 35 students attended in the average class size. The challenges of developing speaking from the most to the least in percentage of students facing difficulties are shown below:

Challenges	Difficulties faced by students (%)
• Insufficient information in native language	87.5%
• Inadequate vocabulary	82.5%
• Nervousness	77.5%
• Shyness	75%
• Hesitation	75%
• Problem in tense	62.5%
• Use of incomplete sentence	60%
• Indifference to speak	60%
• Inattention to listen others	50%

The closed questions including Yes, No and Sometimes were introduced to have the empirical data in terms of the challenges which students face during the classroom interaction.

The table below shows students' perceptions about challenges of speaking skill.

Table-1: Students' Perceptions about Challenges of Speaking Skill

Question	Yes	No	Sometimes
1. Do you speak incomplete sentences in English while interacting in the class?	60%	5%	35%
2. Do you feel shy while speaking?	75%	2.5%	22.5%
3. Do you feel nervous at the time of speaking?	77.5%	5%	17.5%

Question	Yes	No	Sometimes
4. Do you have insufficient information in the first language when you interact in the class?	87.5%	2.5%	10%
5. Do you feel hesitation to speak in the class?	75%	0%	25%
6. Do you have problems in tense while speaking?	62.5%	25%	12.5%
7. Do you face any obstacles to vocabulary while communicating in the class?	82.5%	5%	12.5%
8. Are you inattentive when other students participate in English conversation?	50%	30%	20%
9. Are you indifferent to speak English in the classroom?	60%	5%	35%

Source: Field survey

The data shows that majority of the students face problems in terms of developing their speaking in English through classroom interaction. However, there are more than 50% students who are not interested to participate in the classroom interaction. The data also indicates that most challenging areas of the students are insufficient information in the first language and word limitation. 87.5% students encounter information shortage in their native language about the assigned topic and 82.5% students have limitation in vocabulary.

Students' Attitude in Developing Speaking SKILL through Classroom Interaction

Students' attitude in developing speaking skill through classroom…

25%
5%
70%

■ Positive
■ Negative
■ Indifferent
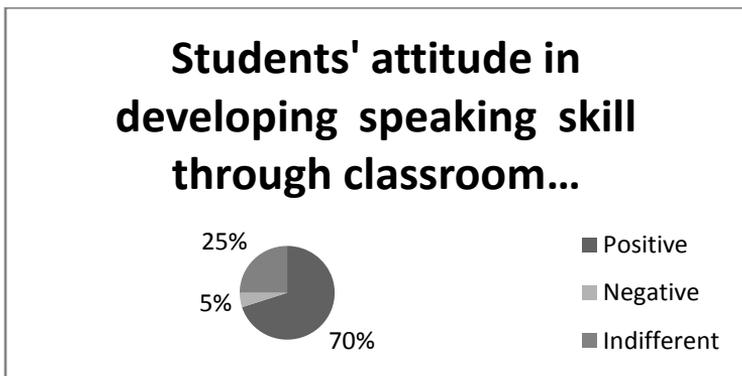
Figure 1: Students' attitude in developing speaking skill
Source: Field survey

In this chart, 70% students were positive in their attitudes whereas 25% students were indifferent and did not find any goal. Only 5% showed the negative response while giving opinion. The major finding from the chart reveals that students have positive outlook in developing speaking through classroom interaction than the negative and indifferent attitudes.

Use of Incomplete Sentence

It is found from the students' interview that the EFL learners are unable to speak full sentences while they interact with others. Students only say what they are asked like YES or NO in their statement. For example,

Teacher asked: Where did you come from?
Student answered: From Dhaka

About incomplete sentences one of the students stated,
"I don't have proper knowledge about language and can't remember the exact word when I speak and so I prefer to speak incomplete sentences while communicating with others."

Besides, many students argued that they use language for communication and despite their sentences being incomplete can convey the message.

Shyness and Nervousness

Many of the EFL learners stated that they feel shy and nervous when they interact with their friends and teachers. Teacher asked the students whether they feel shy and nervous at the time of classroom interaction. In answering, one of the students said that if somebody laughs at hearing the incorrect English, it is his or her concern. Most of the learners said that they don't feel shy while talking in front of their friends, but as it is their first co-education, they don't want to be embarrassed by making mistakes. Another said,

> *"While speaking in Bengali, I don't feel shy, but since English is my second language and I don't have the systematic knowledge in developing English language, that's why, it is natural to be shy"*.

Insufficient Information in the First Language

It was found that students lacked sufficient information in the first language. For example, a teacher asked a student to speak about winter morning. For answering, the student started speaking spontaneously, but after two or three sentences he could not continue. In this regard, one of the learners stated, *"When I get any topic to talk, suddenly I get hesitated and can't recall all the information in my mind. So I can't speak"* Another EFL learner said, *"If the theme is unknown, we don't have enough Bangla information in our mind, and due to this, we can't speak properly."* Many of the students stated that insufficient information in the first language creates hesitation among the learners.

Mistakes in using Appropriate Tenses

Learners opined that they make huge mistakes in using appropriate tenses and also stated that tense is very crucial to apply in the real context. For example, teacher asked a student to tell about his daily life. Student said: Daily life was very important to him. Another learner said that tense always hinders their communication and so they can hardly follow the proper application of tense during the interaction.

Limited Vocabulary

It is found that students suffer a lot and not willing to speak due to their limited vocabulary stock. When a teacher asked, one of the learners said that he can't speak properly because he has poor stock of vocabulary. Another said, *"When we try to read any book, we don't understand the meaning of the sentences, so we lose our interest immediately and also lose our chances to learn the new vocabularies."* Some of them anticipated and believed that they are learning new words through watching movie, but since they don't practice what they learn from the movie, they forget in no time.

Inattention to Listen Others

This study showed that most of the students, especially the students at the back seats get engaged themselves in chatting with one another. Besides, they have little interest to listen to their fellow classmates. They don't have enough patience to listen to the speeches of others in the class. One of the learners from EFL class stated, *"I cannot be attentive to hearing others' speaking as I do not understand the speeches presented by others in the class"*.

Indifference to Speak

It is found that students are not willing to speak in English, rather they only think about passing the examination. They are not interested to learn new things or they don't want to take the extra burden. For example,
Teacher asked a student about the reason of carelessness to speaking in the classroom.
Student replied that sometimes they don't understand the topic and its information and related vocabularies to describe the situation with their own patterns.

Teachers' Perception about Students' English Speaking
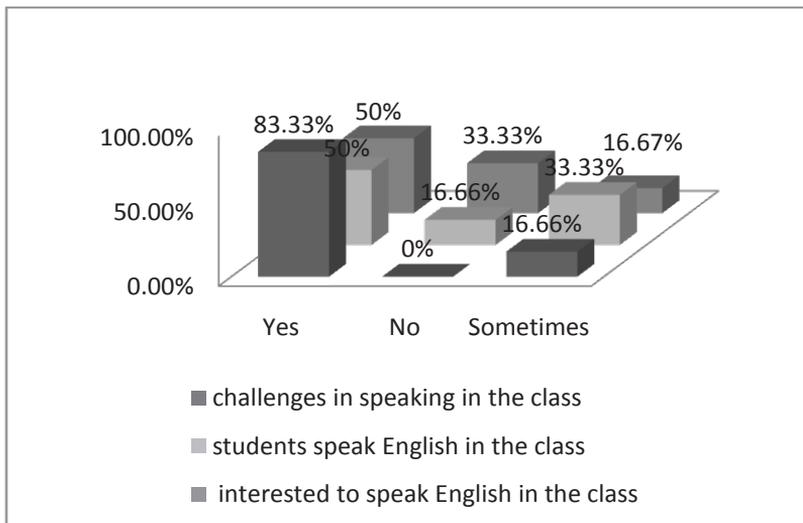
Figure-2: Teachers' perception about students' English speaking
Source: Field survey

This table reveals that 83.33% students face obstacles in speaking English in the class and the rest 16.66% students sometimes face challenges in speaking English in the class. However, 50% students on regular basis and 33.33% students sometimes interact in the class in English. Besides, almost 70% students (including Yes and Sometimes) are interested to speak in the class.

Suggestions to Develop Speaking Skill of the Students

Analyzing the data obtained from teachers' Interview Schedule (Appendix-3), it is found that during the classroom interaction, learners feel shy, nervous and so, they hesitate to speak before the audiences. Different suggestions are collected from the interview with the teachers. One of the EFL teachers states that they should encourage the learners to speak before their fellow mates, and to break the ice, teachers should overlook their mistakes when they interact with teachers and friends. Learners should be well informed that as English is not their mother tongue, making mistakes is a common matter and through mistakes they can be able to develop speaking skill. Learners should go beyond the shyness, nervousness and the hesitation by making a mutual cooperation among all the participants of the class. In this connection, one of the teachers opines that, "*Teachers should be as friendlier as needed to remove the shyness*".

> "*Teachers should prefer for the learners a lot of group tasks to individual tasks so that group works ultimately help them to shake off the hesitation. They should also encourage dialogue and discussion through asking questions, which help students minimize their shyness and hesitation in speaking English.*"

Figure-3: Teachers' suggestions for improving speaking skill
Source: Field survey

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Information gap of the first language interrupts speaking development among the learners. In this regard, a teacher argues that students should read informative books to gather information on different issues. Another teacher states that first time they do not believe the idea of telling the students to come to the dais, rather learners should be given topic related outlines in their first language to make them known about the topic.

Teachers suggest that thematic and situational speaking will help the learners to be informative in speaking. Besides, they may be advised to get involved in the real life activities. Vocabulary is another issue affecting students' speaking skill. From the teachers' suggestion, it is notified that to increase the word stock, students should be encouraged to watch English movies, read English newspapers, magazines and story books. Students may be advised to write down new vocabularies and by the vocabularies they should say some sentences and in this way, these words can be memorized. The teachers state that,

> *"Students should be given different types of puzzles with vocabularies and through solving the puzzles or word games, they can get the new words at heart."*

Teachers give straight suggestion that it is urgent to make the students motivate mentioning the importance of learning English.

Tense is a crucial issue for the learners of all ages, especially in speaking, there is a wrong notion prevailing in the mind of the learners that in speaking they need not follow any tenses and so, they make huge tense related mistakes in speaking. EFL teachers argue that

> *"Applied tenses should be introduced in developing speaking of the learners. Teachers should give students some topics to describe in the classroom on three common tenses. The practice of tenses with the subject matters must accelerate speaking skill, as it happens in the subconscious state of the learners."*

Teachers also suggest that to overcome this challenging issue, huge practices should be required.

In case of developing pronunciation in English speaking, students should be encouraged to listen to English news, BBC, CNN. Moreover, learners should watch English movies.

Teachers should show the learners some English dramas in the classroom.

Major Findings and Discussions

The study reveals that shyness, nervousness, hesitation make the learners demotivated in developing speaking through the classroom interaction. More than 75% students are the victims of these three factors. Brown (2001) states that learners face the anxiety during the interaction with the class lest they should be mistaken. On his recommendation, he suggests the teachers to build up a warm, embracing environment that encourages students to speak. Boonkit (2010) holds the same opinion and his study outlines that if students have the freedom of topic selection, it makes the participants feel comfortable. Similarly, Tanveer (2007) states that high nervousness decreases the learners' speaking skill.

From another perspective, the present study experiences that lack of vocabularies makes the learners incompetent to speak with full sentences. The study stated that more than 90% students face problem in vocabulary while speaking. The same study is found in Urrutia & Vega (2010) that lack of vocabulary, diffidence and fear are the bars of speaking skill. It also focuses that cooperation, self-confidence, vocabulary knowledge, and the class environment can encourage them to improve their speaking skills. Listening develops through the learning of correct pronunciation and this study shows a very close relation between listening and speaking skill. Bozorgian (2012) argues that good listening skill ensures good speaking skill. So, students should make themselves patient to listen to the others. However, in this study, 50% students are careless to listen to others and another 20% learners sometimes remain indifferent.

The proper application of the tenses is one of the crucial issues for the learners. In this study, almost 75% students regularly and sometimes made mistakes in tense. According to Lukitasari (2003), learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The findings were supported by the findings from Babu, Ashrafuzzaman & Khanum (2013) where they showed that teacher used English to instruct the learners for different activities but learners used Bangla frequently while they were working with their classmates. Only theoretical knowledge is not enough to have a positive impact on developing the speaking skill. Further, it is stated that

students know the rules of tenses but they cannot apply them in their speaking. In this regard, Tam (1997) emphasizes on a variety of situations and frequent speaking tasks. Apart from this, vocabulary, grammar and pronunciation get into consideration as the suggestions in terms of overcoming the challenges. In the same light, Lukitasari (2003) mentions vocabulary, grammar and pronunciation as the three components in the arena of suggestions . The major findings showed that average 90 % (including Yes and Sometimes in table 1) students face challenges in developing speaking in the classroom and this statistics was found from the survey of the students and the teachers. However, 70% students (stated in figure 1) are interested to learn English from classroom interaction and it should be the good news for the teachers.

Conclusion

Speaking is one of the toughest issues in which majority of the students face challenges. But from the data of the students and teachers, it is notified that students have positive attitudes in developing English skill through classroom interaction. There should have proper course planning, guidance and motivation that can help someone to reach the highest goal. Besides, this study observes and finds out various obstacles in developing speaking skill during the classroom interaction and gives recommendations. On the basis of the findings, interaction in the classroom is important concerning the performing of all the activities to upgrade the capacity in speaking. Classroom is the appropriate place to ensure interaction but while interaction, learners face different types of challenges such as nervousness, fearfulness, and inattention to class, mistakes in grammar. Maximum outcomes must be achieved if teachers and learners get involved in the activities by dint of their sharing and caring. Apart from this, there are some implications aiming to show the great importance of classroom interaction and to make the learners aware of its importance. Finally, teachers and students need to be aware of the total system of interaction in order to have the maximum output in developing speaking skill.

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Appendix 1

Challenges of Developing Speaking Skill through Classroom Interaction of EFL learners

Observation Schedule (Open Ended)

Theme	Activities	Challenges
Start of the Lesson		
Middle of the Lesson		
End of the Lesson		

Challenges of Developing Speaking Skill through Classroom Interaction of EFL learners
(N.B: Your valuable information would be used only for research purpose)

Interview Questionnaire for Students

1. What types of challenges do you face when you speak English in the class?

………………………………………………………………………

………………………………………………………………………

    Give an example.

………………………………………………………………………

………………………………………………………………………

2. Do you always speak English in the class? Whether your answer is YES/NO, give your own statement in this connection.

………………………………………………………………………

………………………………………………………………………

3. Do you follow tense when you speak with others? Give reasons in support of your answer.

………………………………………………………………………

………………………………………………………………………

4. Why do you feel hesitation to speak English in the class?

………………………………………………………………………

………………………………………………………………………

5. Do you listen when some other students participate in English conversation? Give reasons to your answer.

………………………………………………………………………

……………………………………….…………………………………

6. What attitude do you have in terms of developing speaking skill through classroom interaction?
a) Positive b) Negative c) Indifferent

Semi– structured interview questionnaire for students:

1. **Do you participate in English classroom interaction?**
2. **Why do you participate or why not?**
3. **According to you, what are the negative reinforcement that cause disturbance to classroom interaction of the learners?**
4. **Give your own reason why you feel difficulties in speaking English in the class.**

5. **Give an overall view of the language class.**

Tick (√) your choice

Question	Yes	No	Sometimes
1. Do you speak incomplete sentences in English while interacting in the class?			
2. Do you feel shy while speaking?			
3. Do you feel nervous at the time of speaking?			
4. Do you have insufficient information in the first language when you interact in the class?			
5. Do you feel hesitation to speak in the class?			
6. Do you have problems in tense while speaking?			
7. Do you face any obstacles to vocabulary while communicating in the class?			

Question	Yes	No	Sometimes
8. Are you inattentive when other students participate in English conversation?			
9. Are you indifferent to speak English in the classroom?			

Appendix 3
Challenges of Developing Speaking Skill through Classroom Interaction of EFL learners

Interview Schedule for Teachers

1. What types of problems do the students face when they interact in English in the class?

    ----

2. What kinds of mistakes do the students usually make while speaking?

    ----

3. Do you think that motivation can get the students interested to speak English?
    Please give your own statement.

    ----

4. According to you, how can they overcome the obstacles in terms of developing speaking skill?

    ----

5. Give your opinions regarding developing speaking skill of the students.

_____

Tick (√) your choice

Question	Yes	No	Sometimes
1. Do your student face challenges in speaking in the class?			
2. Do the students speak English in the class?			
3. Are students interested to speak in the class?			

Effects of Noise Pollution from the Perspective of Traffic Police in Selected Areas of Dhaka Metropolitan Region

Israt Sultana[1], Md Eshraqul Haque[2], Raisa Bashar[3] and Nazmul Ahsan Khan[4]

Abstract: Noise pollution is one of the most important environmental issues in developing nations, like Bangladesh; unfortunately and additionally, it is increasing rapidly in as these nations proceed towards development through technological advancement. Though many professions are associated with high-level noises, the most vulnerable group of people exposed to noise pollution are the traffic police. Dangers of noise pollution amongst the traffic police are grossly ignored, especially in Bangladesh's capital, Dhaka Metropolitan Region. Hence, the research tried to find out whether they were provided with adequate training, health facilities and accessories to protect themselves from the phenomenon. This research focused on the effects of traffic-induced noise pollution amongst the traffic police from a few select areas of Dhaka Metropolitan Region. The study sample consists of 100 traffic policemen from different ranks of the selected areas. Data and responses were collected using questionnaires and focused group discussions; researchers' observations were also analyzed. It found that 88% of the respondents had two back-to-back 8-hour long days shifts and they were the main sufferers of headaches; 77% believed they worked in extremely noisy conditions, with almost 100% responding positively to having hearing, nasal and sleeping issues. The study concluded that the traffic policemen of Dhaka Metropolitan Region are not aware about the auditory and non-auditory health effects of traffic induced noise pollution, but they confessed to feeling its effects in both their daily lives and also in the long run. As a result, the authors' suggestions included the provision of Personal Protective Equipment (PPE), stricter traffic regulations (54% of the respondents believed so too) and change in duty shifts in the mornings and afternoons, to mitigate the issue at hand.

Keywords: Noise pollution, traffic police, Dhaka metropolitan region.

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Introduction

To advance towards development Bangladesh requires scientific revolution and mechanical development in each sector of the nation. Furthermore, agriculture is the backbone of the economy of Bangladesh, but agriculture alone cannot change the condition of the country. That is why, mechanical improvement is a must to march towards development. Unfortunately, these technologies produce noise and noise level represents the technological advancement of the country, i.e. more technological noise means more development (Alam, 2009).

Dhaka, the capital city has experienced a rapid increase in the number of vehicles on roads and highways in the last two decades. The approximate population of Dhaka Metropolitan Region is 163 million now and hence, traffic congestion is a regular phenomenon of almost every road, lane and by-lane because of the population explosion. Additionally, 13 million people of the city are positively affected by this phenomenon according to WHO (2002). Traffic congestion is the main cause of noise pollution as the drivers honk to get out of the congestion, many a times quite unnecessarily. All people of this city suffer from noise pollution, but the major groups of people who are highly exposed to noise pollution are the traffic police (Alauddin & Joarder, 2004).

At present, the problems related to noise pollution in our country may not seem to be very serious, but the future impacts cannot be ignored; it will be unwise to avoid the present state of noise pollution. Though many works and activities are associated with high levels of noise but the most vulnerable group of people to suffer from the noise pollution are the traffic police on duty, who are largely ignored. That is why, this research focused on the effects of noise pollution on traffic police considering their perspectives from the select areas of Tongi (a residential and commercial area), Uttara (a residential and commercial area), Mirpur (a mostly residential area) and finally, Puran Paltan (residential and commercial area): these areas are highly exposed to congestion of vehicles, has got huge population and boast the presence of several traffic police at different points.

Background and Rationale

Traffic division is a major part of Dhaka Metropolitan Police Organization. This division plays an important role in maintaining the law and order in the roads of Dhaka Metropolitan Region. To ensure best execution and administration, the traffic division is also subdivided into many regions. These subdivisions also have their different sections for further simplicity in the execution of the law and order.

This research, as stated earlier, covers four areas, namely Tongi, Uttara, Mirpur and Puran Paltan. Tongi is a residential and commercial area; it is under the Gazipur Traffic Division, but is one of the main entrances of Dhaka metropolitan region from North Bengal and hence, falls under the research scope. The educational background of the people working in this area is low. As a result, they hardly follow traffic rules. The per capita incomes of the people of Tongi are medium to low compared to other parts of the capital city. On the other hand, Uttara is a residential area with small scale commercial activities. It is under the North Traffic Division, people in this area are highly educated on an average and the per capita income of a small number of people is high; however, it has less economic activities. Mirpur is a commercial area with only a few residential areas like Mirpur DOHS. It is under the West Traffic Division and its economy is very dense. Finally, Purana Paltan is a highly commercial area and is under East Traffic Division. It is a part of old Dhaka. Therefore, the place is historical and has traditional background. Its economic activities are very high compared to the other active areas of Dhaka. Being in the central point of Dhaka Metropolitan Region, it has great economic importance. These four areas are under four different traffic divisions.

These areas are included in this research because they cover most of the congested and critical locations of Dhaka Metropolitan Region. The results found from these areas gave an indication about the present traffic induced noise condition and their adverse effects on health all around Dhaka Metropolitan Region.

Literature Review

This review of literature will encompass the difference between sound and noise then it will review the noise pollution scenario of Bangladesh both inside Dhaka Metropolitan Region and

outside. Here the traffic laws will be reviewed as well as the observation of the author, the sources and effects of auditory and non-auditor health effects. In addition, some active measures on preventing noise pollution will also be discussed.

Noise is an outcome of technological advancement and economic activities. The worldwide sources of noise pollution are mainly the machines in the industries and the transportation system, i.e. motor vehicles, trains, aircraft, etc. (Alauddin & Joarder, 2004). A society mostly depends on the mechanical transports for the efficient distribution of peoples, goods and services among dwellings, shops, factories, offices, schools, hospitals, leisure concerts and many other places.

Different people have different levels of vulnerability to the noise threat. Standards are set on the basis of the widely accepted best practices, principles, or guidelines in the given areas (Alam, 2009). All provide a detailed guidance on the steps needed to be taken or requirements to be met and are specific enough to allow a relatively objective assessment of the degree of observance. Table 1 shows the standard noise levels in different types of zone during days and nights. In the silent zone, the standard during day-time is 45 dBa, while it is 75 dBa in the industrial areas. Neither of these standards is followed in any of the select areas of research.

Table-1: Standards for Noise Levels in Bangladesh

Serial No.	Category of Areas	Standards Determined at dBa Unit	
		Day	Night
01	Silent Zone	45	35
02	Residential Area	50	40
03	Mixed Area (Mainly residential area, and also simultaneously used for commercial and industrial purposes)	60	50
04	Commercial Area	70	60
05	Industrial Area	75	70

Source: ECR, 1997

The study areas include both residential and commercial areas of Uttara and Mirpur. The standards of these areas are 50 to 70 decibel in day time and around 40 to 60 decibel at night. On the

other hand, Tongi and Purana Paltan areas are mixed areas where standards are 60 decibel in the day and 50 decibel at night. Unfortunately, the standards are not maintained in these areas. The sound limit reaches upto 80 dBa in the busiest areas of Uttara and Mirpur and upto 85 dBa in the Tongi and Purana Paltan (WHO, 2002).

Sources of Noise Pollution

The main sources of sound are transportation facilities, industries, residential activities and others social and political activities. In Dhaka metropolitan area, main sound pollution occurs due to the transportation facilities. The transportation-related pollution is caused by motorcycles, cars, scooters, buses, trucks, etc. The causes of noise pollution can be divided into three ways: motorized vehicles that produce sound by the mechanical movements, the horns and the engine sounds (Singh & Davar, 2004). The mechanical movement of the vehicles is caused by the body of the car while moving in the street, friction of the tires of the vehicles with the road surface while break and moving, collision of the bodies during any accidents and so on causes pollution. Sound produced by the gearbox and exhaust system also contributes a lot to the noise pollution levels.

Another main source of noise pollution horns and the drivers honk for several necessary and unnecessary reason like getting attention to the pedestrian who crosses the street without noticing the vehicles, overtaking, speeding up vehicles in front, warring vehicles baking up and for other warning (Basner et al., 2014). The engine sounds are evident during traffic congestion. The engines also make additional sound due to lack of maintenance, faulty fuel inlet, lack of fuel from the tank, faulty engine casing etc. (Singh & Davar, 2004).

Effects of Noise Pollution on Human Health

Epidemiological studies have found out many adverse effects of exposure to traffic noise for a long period of time. The health problems identified are myocardial infraction, cardiovascular problems, hypertension, sleeplessness, immune and birth system defects along with mental distortion and mental disorder sometimes (Alam, 2009; WHO, 2002). Sudden noise also causes panic and sometimes it is identified as one of the reasons of hypertension. The effects of noise pollution are massive

among those, who are exposed to noise for a long time. Also, the effects on new-born babies are more than on the adults. Unfortunately, once the mental disturbance takes place, the physical condition deteriorates and vice versa; they both are interconnected. Noise affects the human body and mind in different ways (WHO, 2002). Furthermore, World Health Organization (2002) and Basner et al. (2014) have found out several health effects of noise pollution on the human body including hearing impairment, interference with spoken communication, sleep disturbance, cardiovascular disturbance and the disturbance in mental health, impaired task performance, negative social behavior and annoyance reactions.

Control Measures of Noise Pollutions

Any kind of pollution can be controlled by knowing the little things like identifying the source of pollution (reduce traffic congestion and efficient use of vehicles), causes of pollution (increasing awareness and knowledge about noise pollution among all people), properties of pollution (making noise barriers), finding the alternative means of the source of pollution (emphasizes to using bicycles and avoid motor vehicles) and means of avoiding pollution (Singh & Davar, 2004).

During the study, it was seen from the traffic boxes that some of the traffic police were transferred to desk jobs or other administrative job sectors, when they could no longer perform on the roads effectively. Few traffic police were found to be affected by the noise so much that they experienced hearing problems very often. Doctors suggested them to refrain from exposure to noise. Still, due to the service of life, they went on performing their duties. From a case study by Alauddin & Joarder (2004) it was found that when one traffic policeman applied to the higher authority for a desk job due to his noise induced health problems his wish was granted and he was transferred to Munshigonj, which he saw as a demotion; this type of transfer is seen as a fear of not expressing their problems to higher authority.

People are still in the dark about the non-auditory effects of noise pollution. These problems need to be addressed properly by the concerned authority for a better future. Therefore, research and study are furthermore required in the noise pollution sector.

Methodology

This research is an environmental epidemiological study, focuses on health effects of noise pollution. Traffic policemen of Dhaka metropolitan region's selected areas were the main subjects of study. In 2017, there were around 26,661 traffic policemen working in Dhaka metropolitan area and out of them approximately 1000 policemen work under the four selected areas. From these 1000, 100 traffic policemen were randomly selected, from the traffic police boxes that could be accessed and interviewed for this research which constitutes 10% ((100/1000)*100%) of the total number of policemen from the selected areas. The study areas are Tongi, Uttara, Mirpur, and Purana Paltan. This study was carried from March 2017 − August 2017. Stratified Sampling technique was used in this research. Noise level meter (Casella range 0-150 dB) was used to determine ambient sound pressure level for monitoring sound levels in the study areas. The sound measurement was carried out at major traffic sections of the city on working weekdays. Data was collected from the survey using structured questionnaires from the traffic police on their demographic information, duty profile, general perception on noise pollution, usage of Personal Protective Equipment (PPE), reasons for not using PPE, health profile, policy measures and alternative suggestions to reduce traffic induced noise pollution and adverse health effects. Authors also collected data from seven focused group discussions with on-duty traffic police who had been working in different area junctions and noted down observations for later use. MS Excel was used for statistical and graphical analyses. The survey results of the primary and secondary data were compared with each other and analyzed too.

Limitations of the research included the small time period allotted for the research, lack of time given by the respondent due traffic congestion and the busy duty schedule. Also, the different effects evaluated were not medically tested, but rather they were declarations of the respondents.

Data Analysis and Discussion

Demographic Characteristics of the Respondents

Out of 100 respondents, 10% were female and all others were male respondents. The number of female traffic police was

comparatively less than the male traffic police, which the author believed was due to the non-secure and stressful nature of the work. The age of all the respondent traffic policemen was between 22-44 years. 62% of the subjects belong to the age group of 31-40. The average age found to be suitable for this work is 30 years. After 40 years they were found to be unfit for field work.

Next, most of the respondents were well educated. 15% respondents were SSC graduate, 22% were HSC graduate and 51% were either a graduate or highly educated. This indicates that the educational qualifications are very well among the traffic police. It also indicates that it will be easier to promote some awareness against traffic induced noise pollution if they are thought out strategically. Marital status of the respondents varied, 23% of the subjects were single and 72% were married. The married people seemed to be more affected by the noise pollution, because they only worked during the more congested days, while the unmarried ones took the less noisy night shifts. These demographic information is summarized in Table 2.

Table-2: Demographic Characteristics of the Respondents

Characteristics	Number	Percentage
Sex Composition Male Female	95 5	95 5
Age (in Years) Less than 30 Years 31-40 years 41-50 years Above 50 years	21 62 12 5	21 62 12 5
Educational Qualification SSC HSC Degree Others	15 22 51 12	15 22 51 12
Marital status of the respondents Single Married	23 77	23 77

Source: Field survey, 2017

Occupational Characteristics of the Respondents

As seen in Table 3, since most of the traffic police were educated, out of the total respondent's majority 75% worked as sergeants and 25% worked as police constables. This indicates that the road duties mostly depended on sergeants. The service duration of the respondents as traffic police ranges between 2 to more than 15 years. 12% of the respondents served as a traffic police for less than 3 years and another 39% respondents served for 7 to 9 years; 35% worked for 4 to 6 years and 14% for more than 9 years. The average year of service among traffic police was found 6 years. After 9 years of working experience traffic policemen were transferred to the administrative section. This duration of service is very important, because it was seen that the person who worked for more than three years had been exposed to noise pollution for a long time. This duration of exposure caused more damage to his/her health. Again, the main reason for transferring from traffic control to another service was health problems and not being able to handle the stress of the work. Dhaka metropolitan traffic police has long working hours of more than 8 hours, 6 days per week. 88% of the respondents reported that they had to serve shift duties which may start at 6 am and end at 2.30 pm and the second shift might start at 2.30 pm and end at 11pm. Mostly, they need to serve 2 shift duties in a day. It was seen that the traffic police who have two shift duties in a day suffers from severe headache, tiredness and also experience hearing problem after going back home.

Table-3: Occupational Characteristic of the Respondents

Characteristics	Number	Percentage
Occupational Designations		
Police Constable	35	35
Sergeant	65	65
Service in Traffic Police		
Less than 3 years	12	12
4-6 years	35	35
7-9 years	39	39
More than 9 years	14	14
Duration of Exposure (in day)		
8 hours	88	88
9-10 hours	12	12
Timings of duty hours: First day: 6 am to 2.30 pm Second day: 2.30 to 11 pm		

Source: Field survey, 2017

Perception on Noise Pollution

All the respondents considered noise pollution as one of the major contributors of environmental pollution. According to all the subjects, noise affects human health in both auditory and non-auditory parts: 91% respondents considered noise pollution as an occupational hazard; the rest did not clearly understand the phenomenon and its effects. This indicates that the traffic policemen need to think about the effects of traffic induced noise pollution more than they do now. The awareness can bring them into light about the exact scenario of their exposure to traffic induced noise pollution and its long term effects.

Every day, Dhaka metropolitan faces heavy traffic congestion. Along with traffic congestion, movements of the vehicles create noise pollution. 78% of the traffic police perform their duties in extremely noisy environments and 22% in averagely noisy environment. Nevertheless 38% respondents were doing duties in such environment for around 2 years, 12% of the respondents for 2-4 years and the rest 50% respondents had been doing duties in these areas for more than 4 years. It was observed by the author that all of the traffic police who are in charge of extremely noisy environment and have service length between 2-4 years had suffered from at least one health hazard in the past. Unsurprisingly, the author found that the traffic police who worked in quite environment before were more interested to use PPE than the traffic police who joined directly in the traffic division.

Use of Personal Protective Equipment (PPE)

The use of the PPEs among the study subjects was very few in number. 13% of traffic police seldom used earplugs. Again, 25% of the traffic police wear masks regularly during their duty period, but 50% of the subjects claimed that the authority does not provide PPEs. However, 29% of the study subjects did not use PPEs for being uncomfortable and 21% did not use PPEs for lack of awareness. Some of the traffic police reported that they use some other PPE methods like covering their ears, using cotton balls, etc. Furthermore, 100% of the respondents accepted that maximum traffic police in our country were not aware of these health hazards due to noise pollution. This indicates that the supply of the PPEs should be adequate and more effort should be given to make these equipment comfortable and available.

Psychological Effects of Noise Pollution

Due to traffic induced noise pollution, 50% respondents reported 'Usually', 17% 'Excessively' and 21% 'Occasionally' found it difficult to concentrate on work; this might be due to the exposure to noise for a long period of time. Continuous exposure to vehicular sounds and honking create high traffic noise pollution and it leads to headache. 58% respondents reported that loud traffic noise causes headaches and dizziness 'Usually,' 19% said 'Occasionally' and 23% expressed 'Excessively.' This indicates that there should be traffic police box in each traffic points to reduce the effects of noise pollution. This also indicates that the traffic police duty shifts are needed to be revised. The time period of the duties should be such that after performing the duties they are not being harmed. Lastly, to fix the duty shifts, more traffic police need to be recruited.

Traffic noise creates irritation among the hearing senses and other sense organs as well. 20% of the respondents reported that loud traffic noise made them irritated 'Occasionally,' 55% reported 'Usually' and 25% reported that they were excessively irritated. Traffic policemen control traffic congestion for 8 hours at a stretch. During that time, they use their hands to control traffic normally. Almost 100% (95%) of the respondents also reported that they get tired very often. This is also why people above the age 40 migrate to higher administrative posts. Respondents have also reported about their continuous psychological (90%) and physical (98%) stress and deteriorating mental health (55%).

**Figure-1: Psychological effects of noise pollution on traffic police
Source: Field survey, 2017**

Figure 1 shows the average response of the combined psychological effects, which is 26% 'Occasionally,' 41% 'Usually,' 27% 'Excessively,' with the rest (6%) having no psychological effects.

Effects of Noise Pollution on Health

All the respondents classified their work environment as 'Noisy' to 'Extremely Noisy.' This caused a number of health problems. Firstly, 27% respondents reported that they had difficulty to have sound sleep 'Excessively,' 45% 'Usually,' 23% 'Occasionally;' only 5% respondents had no problem in having sound sleep. The deficit of sound causes sleep problems and they get easily tired. Also, 100% believed they had nasal system issues due to noise pollution. Many (95%) also found chest pains during their duty. This indicates that they have a potential risk to gastric and cardiovascular disease. Fortunately, but surprisingly, when asked about hypertension or cardiovascular diseases, 55% said they never had such disease; This indicates low noise of noise pollution to hypertension and cardiovascular diseases. On the other hand, 55% of respondents had also difficulty in hearing when people spoke in a low voice all the time. Moreover, their status of audibility was analyzed with 2% respondents reported that they had no hearing difficulty, 71% of the respondents had good hearing quality and 27% had an average hearing quality. This indicates that the traffic induced noise pollution affects hearing capacity negatively. According to the survey, all of the respondents at least once had felt vomiting sensations once a day during the duty. Following up on this, the authors found out that the traffic police who did not maintain food timings suffered more from vomiting tendency than those who maintained food timings from the focused group discussions. Other issues like gastric and stomach cramps were also reported as normal during duty hours.
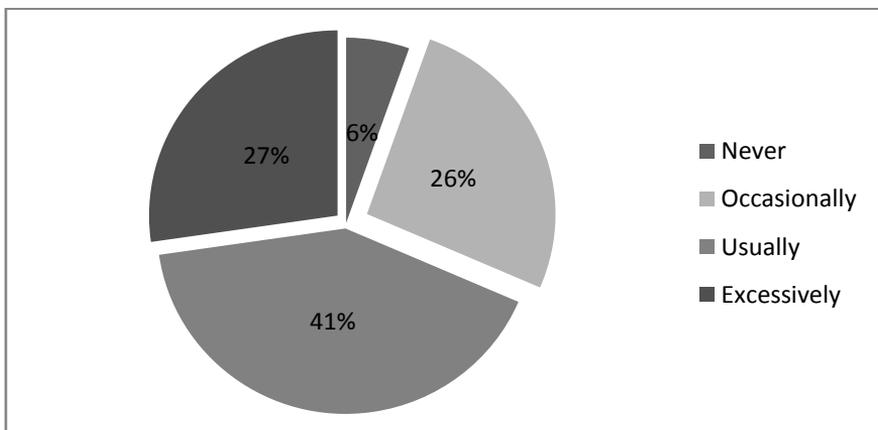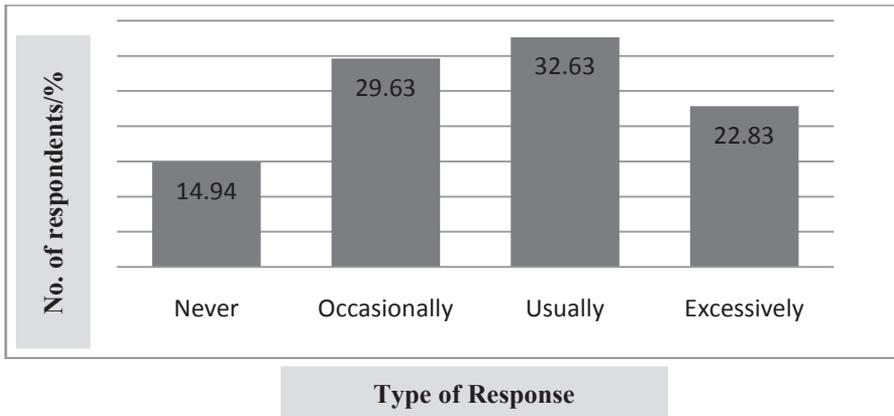
Figure-2: Health effects of noise pollution on traffic police
Source: Field survey, 2017

Figure 2 shows the average response of combined health effects where a lot (around 33%) feel high levels of health effects 'Usually,' around 30% feel the same 'Occasionally,' and approximately, 23% and 15% feel the same 'Excessively' or not at all, respectively.

Policy Measures to Reduce Traffic Noise Pollution

From the survey, it has been found that 55% respondents said that strict traffic rules and regulations reduce the traffic induced noise pollution. Reason behind such opinion was that if rules were not strictly implemented, people would not follow them properly. Again, 34% respondents opined to increase public awareness because if people were not aware enough, they would not implement the traffic rules properly, 9% respondents had an opinion to reduce the number of vehicles because more vehicles increase traffic congestion which leads to noise pollution, rest 2% respondents told that wider and alternative roads would help to reduce traffic jam and traffic noise. Lastly, 85% respondents said that most of the people were not enough aware about the traffic rules and regulations.
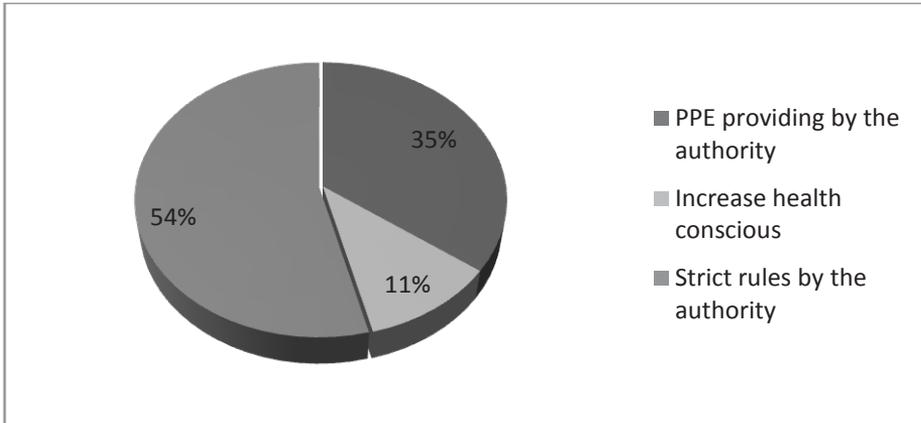
Figure-3: Influence of using personal protective equipment during working hours
Source: Field survey, 2017

Finally, 35% respondents opined that providing PPE by the authority could influence them to use personal protective equipment during working hours, while 11% stated increased health consciousness and 54% respondents said strict rules and regulations for using PPE could influence them to increase its use (Figure 3).

Summary of Research Findings

This research has found out that traffic policemen are not fully aware of noise pollution and its health impacts. They do know that they are being harmed, but they do not know the specific adverse effects of noise pollution. Many-a-times, even after knowing full well, they embrace the problems that they are being harmed as it's their livelihood. Although many people were very aware about auditory effects of noise pollution like hearing loss, they were not aware enough about the non-auditory effects like digestion problem, trauma, and mental illness. Furthermore, there are laws to control the noise pollution, but they are hardly implemented on the ground, especially in the Dhaka Metropolitan Region. Also, economic and educational statuses were found to be inversely proportional to the noise pollution levels and so, those areas that are economically as well as educationally better, requires less number of traffic policemen. Moreover, the traffic policemen do not use PPE and they are hardly interested in the use of PPE. According to them, the main reasons of not using the PPE are that these equipment are not provided by the

superior authority and lack of awareness among the traffic police. Thereafter, traffic police duty posts are located in noisy places. In addition, most of the posts are located in busy road junctions and other critical part of Dhaka metropolitan region; they are bound to stay in their posts due to occupational purpose. Furthermore, the respondents themselves believed that stricter traffic rules and their implementation, better routine management for duties and awareness programs among both the traffic police and drivers/passengers could mitigate the health issues they face due to noise pollution. Finally, there is not enough literature about health impacts of traffic-induced noise pollution among the traffic police of Dhaka Metropolitan Region.

Conclusion and Recommendations

From the research, it was evident that in developing nations, noise pollution is inevitable. The noises generated from vehicles are harmful for traffic police in both auditory and non-auditory aspects. However, monitoring and evaluation of these aspects have hardly been done in the past. Government, as well as private sectors and individuals should take steps and preventive measures for reducing traffic-induced noise pollution. On the basis of this study, some recommendations for improving the noise pollution situation of Dhaka and increasing the awareness among traffic police include: increasing availability of PPEs and encouraging traffic police to use them via training and awareness programs by the Dhaka Metropolitan Police (DMP); improving monitoring of vehicular horns by a strict section of the government (which is today absent); introducing and/or enhancing the monthly checkup of the traffic polices (especially for ENT and psychology-related diseases) by DMP doctors; strategically making duty routine i.e. not putting the same police at the same location; implementing duties by rotation, e.g. one day shift in very noisy area (e.g. Airport road) and next day shift at less noisy area (Uttara) or a night shift; and implementing regulations on vehicular fitness, which in turn will lower the overall noises emitted by a vehicle.

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The Impacts of Teaching Target Culture on Language Learning in Private Secondary Schools in Bangladesh

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Abstract: The non-empirical research paper explores the idea of teaching culture in classrooms of private secondary schools and alludes to the literature on culture. Using a sample activity that can be used to teach culture in a language learning classroom, the paper analyses the implications and draws a conclusion in reference to the literature. It is concluded that based on factors of theoretical awareness, knowledge base and experiential reflection, there is an inherent need for culture to be explicitly taught in order to promote effective second language learning, although certain concerns are present about cultural interference affecting the process of systematic development. Although the research is based on Bangladeshi private secondary-school going learners, it can be applied to greater contexts as well.

Keywords: culture, cultural instruction, teaching target culture, second language learning, private secondary schools.

Introduction

*"A culture is a way of life of a group of people – the behaviours, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by **communication** and **imitation** from one generation to the next." (Choudhury, n.d.)*

The concept of culture is not an unfamiliar one, and each individual follows his/her own culture. As highlighted above, culture is either spread through communication or replication. Native speakers usually tend to inherit culture through interaction as well as imitation. However, L2 learners do not always have the scope for acquiring culture through interactive means beyond the classroom. This stands truer than ever in a country like Bangladesh, where Bengali is the mother tongue and English is taught as a second language. Therefore, this leaves the option of learning culture through imitation by

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recreating a "cultural island" (Brooks, 1968, p. 214) in the classroom. However, this raises the question: Do we need culture explicitly in L2 language learning?

The sections below explore the relationship shared by culture and language, and the ways in which cultural instruction can prove to be fruitful. There is also an exploration of the possible backlash against cultural teaching. Thereafter follows a discussion on a possible classroom activity for the target audience, analyzing the advantages and implications.

Literature Review

Literature on culture

The definition of culture given above is one of the numerous definitions of culture that have surfaced throughout the years. Peck (1998, cited in Thondhlana, 2017) defines culture to be an internalised manner of completing particular tasks in specific ways. It is not restricted to thoughts, sensations or actions only. Brooks (1968) differentiates cultural instruction to be of two kinds, terming them as formal and deep culture. Formal culture comprises of occasions such as weddings and birthdays; the other type refers to the underlying processes of observation, adaptation and connecting with the environment. This line of thought is expanded and broken down to two types (Thondhlana, 2017):

1. Culture with a big 'C': this term is used to refer to aspects such as art, literature, politics and music, each of the features falling under categories of social, economic or political areas.

2. Culture with a small'c': this term is used to refer to everyday habits and lifestyle of normal people.

Debates have arisen as to whether or not culture is a teachable aspect. Kramsch (1993) presents an understanding far beyond that of culture as a fifth skill that is attainable in the same manner in which we develop the other four skills. It is omnipresent in the background, always limiting a person's level of communicative presence and creating dilemmas whilst they try to understand their target culture (TC).

On the other hand, Tomalin (2008) considers culture to be a fifth teaching skill that ought to be taught due to the following reasons:

1. English is the common method of communication in an international frontier: English acts as a lingua franca to help establish communication between two parties residing in two distant locations.

2. Globalisation: this phenomenon has led to increased communication with everyone across the globe through the broadest imaginable mediums including emails or even video-calls.

Tomalin (ibid.) thinks that this fifth language skill helps the individuals to develop a more flexible attitude towards information gathering and language usage irrespective of the connection between language and culture. This, in turn, makes us delve deeper into the role culture plays in language learning.

Role of culture in language learning

According to the Sapir Whorf hypothesis (also known as the Theory of Linguistic Relativity) language helps an individual shape his/her thoughts and world perspectives (1958). The anthropologist-linguists regard language to be a representation of an individual's culture, and that culture itself is a socially-transmitted set of notions and practices that help to structure the life of the said individual (ibid.). The hypothesis can be broken down as follows:

1. Linguistic Determinism: Linguistic Determinism plays a significant role in determining how concepts are identified by the mind. This has been further broken down into "strong" and "weak" determinism. Strong determinism is based on the school of thought that language creation is representative of mental observation of reality. Weak determinism certifies that one's language does not completely mirror his/her perception of reality.

2. Linguistic Relativity: Sapir (2001, cited in Badhesha, 2002) suggests that "there is no limit to the structural diversity of languages" (p. 1). Thus, not all words in a language have literal meanings in another language. People tend to decipher a language using the interpretative schema they grew up with (Littlejohn, 2002).

However, Pinker (1994) offers strong opposition to this theory believing that such ideas contradict Chomskian theory of Universal Grammar, and that we must consider both the freedom of thought process as well as language usage.
Regardless of the backlash received, teaching culture does have its own set of advantages. It can:

- help raise awareness among students through cross-cultural analysis. Straub (1999, cited in Thanasoulus,2001) supports this view, suggesting that students should be aware of their own culture so that they can perform a cross-cultural comparison to their own culture against the TC and thus avoid culture bumps.
- make students develop a proper conscience about stereotypical assumptions, beliefs and values of the world around them.
In addition, Thanasoulus (2001) sets an argument for cultural competence, a term used to refer to the knowledge of cultural norms, beliefs and structure existing in another country, arguing that this represents an important part of learning a foreign language.

What are the teaching goals of cultural instruction?

To aid students achieve cultural competence, Brooks (1968) recommends teaching cultural themes, such as greetings, politeness markers and other cultural representations. These would be taught alongside existing curriculum materials. These can be achieved through means of "vehicles of culture" (ibid., p. 215) and the aforementioned "cultural island" (ibid., p. 215). The idea is to use spoken and written sources as 'bearers of culture' and realia elements such as poster and maps that are representative of the respective culture to create a 'cultural hub'. These can be used with the intention of assisting target language (TL) development. In such an environment, an increased awareness of the user's knowledge of target culture occurs.

Tomalin and Stempleski (1993) indicate the following as goals of cultural instruction:

1. To make students conscious about people's habit of demonstrating culturally-conditioned behavior.
2. To develop an individual's understanding towards social factors such as age, gender, social stratification and location which affect how people voice themselves and behave.
3. To raise individual awareness about common behavioural patterns that exist in the target culture.

4. To increase understanding and ability to make connections between cultural connotations with words and phrases present in the target language.
5. To filter out any kind of stereotyping that exists in the TC.
6. To provide students with skills required to detect information about the TL and arrange them accordingly.
7. To encourage curiosity and generate interest in the TC and aid learners to become empathetic towards the people belonging to that community.

Now that the goals are established, what materials can be used to teach the language? Cortazzi and Jin (1999, cited in Kramsch, 1998) provide three options. The usage can be moulded to suit learner requirements, such as background and goals:

1. Target culture materials: the culture of an English-spoken country ought to be used.
2. Source materials: learner's culture can be used as content. Teachers belonging to another culture can act as an 'interested learner'.
3. International target culture materials: a wide assortment of choices can be used to help teaching English as an International Language (EIL) sessions and aid the development of the idea that the language does not belong to any particular culture.

Adaskou, Britten and Fahsi (1990) present another outlook on sources of cultural instruction, dividing it into four kinds:

1. **Aesthetic sense**: relating to the aesthetics of a community, for instance the literature, films or music of the respective location.
2. **Sociological sense**: relating to the societal traditions and rules of a country. Learners could use their cultural knowledge of L1 to dwell on the L2 culture.
3. **Semantic sense**: relating to a person's expression of his/her cultural views, the highlights being learner necessities.
4. **Pragmatic sense**: relates to effects of linguistic cultural concepts.

However, the various positives of cultural instructions, along with it, brings several drawbacks.

Problems of teaching culture

Experts like Alptekin (1993) pose questions about the effectiveness of using TC in classrooms, putting forth the idea that it might hinder the natural learning process of the student. Widdowson (1990, cited in Alptekin, 1993) strengthens the argument through his research findings on systematic and schematic knowledge. Systematic knowledge includes the formal features of language, such as semantic or syntactic features, whereas schematic knowledge comprises of socially acquired notions. While learning L1, an individual's systematic and schematic knowledge develops simultaneously, since he relies on the schemata for language development. However, this "fit" (ibid., p. 136) is disrupted while learning L2 since the person relies on his/her native schematic knowledge for the purpose.

Despite the disadvantages and potential challenges associated with teaching of TC and its impact on the learning process, many experts tend to believe that teaching culture is an appropriate solution for L2 learners of English. This stands even truer with English medium schools, where English is the primary focus, with secondary school students being candidates who would be benefitted most through cultural teaching.

Using a sample activity that can be taught in Bangladeshi private secondary school classrooms, this paper explores the positive impacts of teaching target culture in L2 classrooms, along with the potential drawbacks of introducing target culture in L2 classrooms. The paper mainly focuses on the context of Bangladesh due to the researcher's experience and expertise in the area.

The paper contains multiple research gaps. The most prominent gap of the paper is that it has been based on non-empirical research, thus, it relies heavily on theory. Therefore, the activity analysed in this paper is yet to be incorporated in an L2 classroom.

Context/Methods

Study sample

The sample for this paper is secondary level teaching of a private English-medium school in Bangladesh for a number of

reasons. Firstly, with over two years of experience of teaching in private English-medium schools of Dhaka, the researcher has significant experiential knowledge of the teaching rules and regulations. Personal experience as a teacher as well as a student in the chosen domain has given rise to the belief that this knowledge base affords the opportunity for a more effective research paper. Secondly, the chosen level of proficiency is B1/B2 (British Council, n. d.), as seen in Appendix 4, and this is a more appropriate age to use for this exploration. This will be discussed further later in the paper. Furthermore, secondary school students in Bangladesh are considered to beat an intermediate language level, resulting to better metacognitive ability, for which teaching culture is an appropriate move.

Based on the researcher's experiences, it is concluded that explicit teaching of culture was never considered to be an option. Nonetheless, implicit elements of culture were often present in teaching materials such as course books and handouts, despite the fact that students were never made aware of those cultural aspects by the educator. The teachers were never 'culturally conscious' about the L2, thus the concept of 'cultural islands' was absent during our learning days. The situation remains the same to this day; the school is yet to recognise the importance of teaching culture to assist language learning and the benefits of promoting the idea of a cultural hub on language learning. Therefore, even if teachers were culturally aware or motivated and prepared to instill cultural knowledge among pupils, the authority fails to use cultural knowledge to the student's benefit in language learning.

Data collection
As mentioned earlier, this is a theory-based research paper. For this reason, several secondary sources have been incorporated to strengthen the validity of the research. Data has been collected from plethora of sources, including journals, books as well as handouts. In addition, there are references to international organisations such as British Council and Government of Saskatchewan (Appendices 1-5) to assist the critical analyses of the topic in question.

Limitations of the study
One of the prominent limitations is that the paper incorporates a theory-based approach on the issue, and to validate these theoretical analyses, a data-based research is required. Furthermore, the focus of the research is limited due to time constraints and word limitations. However, there is plenty of

room for research: future research can deal with diverse samplings or apply other methodologies.

Discussion

Keeping the Sapir-Whorf Hypothesis in mind, one can argue that language mirrors one's culture, thus advocating teaching of culture in an L2 classroom. The idea is that introducing TC in the classroom can contribute to efficacy of L2 learning. This has been explored as follows, where TC has been incorporated within a lesson via a video titled 'Heritage tourism'. The video gives a glimpse of Britain's industrial history being used to promote the tourism industry. The video comes with a set of exercises, which aids in language learning through means of culture. Students can solve these exercises using pointers and clues from the videos. For instance, in Exercise 2, Number 1(in Appendix 2), the question asks what Britain was famous for during the Victorian times. The answer can be found in the video, which include sets of images supported with illustrations (0:08-0:14), helping students grasp the understanding that Britain was famous for production of things during that era (answer list available in Appendix 5). An in-depth analytical approach has been incorporated and explained in the later sections.

An analysis of an activity that can be used to teach culture to students

According to Government of Saskatchewan (2013), learners of B1.1 level "can understand the most important information in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid" (Appendix 4, p. 57) and learners of B1.2 level "can understand a short film on a familiar topic" (Appendix 4, p.57). The video provides graphical representations of many British elements along with short subtitles within the film, demonstrating the important ideas present in the sentence. The dialogues help Bangladeshi learners develop their listening skills. At the same time, there are many dialogues and content in the video for which no explanations or illustrations are offered; this, in turn, allow learners to rely on their existing knowledge to comprehend the materials. The activity helps them to understand new aspects of the British culture, while the parts without subtitles force them to tap into their existing systematic knowledge as well as schematic knowledge to process new information.

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Also, secondary B1.1 level states that learners "can describe places, objects, or events (e.g. the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other" (Appendix 4, p. 60): "what are the best museums where you live?" The question requires the student to use his/her descriptive skills. The next question: "Are you interested in your country's history and culture?" requires the student to "express in writing their personal opinions and give detailed accounts of feelings and experiences" (Appendix 4, p. 60). Thus, through this activity, Bangladeshi students of secondary school classrooms can enhance their L2 writing skills, with a focus on description.

The chosen activity meets two of the aspects of cultural instruction set out by Adaskou, Britten and Fahsi (1990) in 2.3. It contains aesthetic sense, since the language is associated with the history of the country, using terms such as Industrial Revolution or Victorian era. Also, there is usage of different musical instruments in the background that are usually connected to the Western culture (00:01, 02:10). Furthermore, it can help students to compare the sociological aspects of the TC against their L1 culture, for instance, greeting norms such as Thank Yous and Good byes. These can be valuable addition to the Bangladeshi learners' existing pool of systematic knowledge. Apart from these aspects, a number of other observations have been recorded below:

1. To make students conscious about people's habit of demonstrating culturally-conditioned behaviour, as the saying goes, 'when in Rome, do as the Romans do'. However, often the student lacks knowledge about cultural conventions in the TC. To compensate for that lacking, the video depicts the norms of greeting in the TC. The presenter says, "Thank you for the lift!" (01:04), thus demonstrating that expression of gratitude is vital in the respective culture, as opposed to the culture of Bangladesh where people rarely deem it necessary to voice their gratitude. Knowledge of such basic cultural rules are absent in the student's learning, and the video helps to highlight this cultural convention.
2. To develop an individual's understanding towards social factors such as age, gender, social stratification and location which affect how people voice themselves and behave: people's place of residence determines their accent. There is a mixture of accents in the video, for instance, Chris Beet (at 1:47) has a different accent as opposed to the Tourist 1 (at 2:26) who speaks in another variety. Learners can grow an

understanding of the variation of accents that exist in the English language.

3. To raise individual awareness about common behavioural patterns that exist in the target culture: "….focus for cafes, restaurants and art galleries" (00:54-00:57) shows that art galleries are quite popular in their country - this shows that there are many art enthusiasts. Through this, learners can tap into their existing L1 schemata and relate the popularity of art in Bangladesh against the popularity of art in England.

4. To increase understanding and ability to make connections between cultural connotations with words and phrases present in the target language: phrases such as "former glory" (01:41) can be learnt by the students, matching it with the context in which it was used. Furthermore, students can learn vocabulary that is predominant in the target culture but absent in their own. For instance, words like "barges" are not there in Bangladeshi culture. Nonetheless, the video explains "barges like these were the lorries of their day" (00:43-00:46), providing meaning as well as contextual information for the students to refer to.

5. To assess and refine out any kind of stereotyping that exists in the TC: there are numerous generalizations that might exist about a country or about a group of people. As referred to by Vulliamy (2015), outsiders have a common stereotype that people residing in Britain have a "British accent". There is no such term as "British accent" – there are accents of different people and dialects from various regions. In the process, students can learn different kinds of accents, for instance, in the video, there are a variety of accents represented ranging from that of Tourist 1 and the different accent used by Chris.

6. To provide students with skills required to detect information about the TC/TL and arrange them accordingly: although students have four skills that they can use to communicate with the people there, educators need to help them develop the ability to detect information about the TC as well as TL. The video demonstrates the fashion sense of the diverse British people and how they tend to dress. It also gives a peek into the Victorian era dressing style of the females towards the end of the video. These cultural pointers can help students comprehend the changing lifestyles of the people in the TC from a historical perspective to present day.

7. To encourage curiosity and generate interest in the TC and facilitate an empathetic attitude towards the people belonging to that community: the rich culture of the British heritage is depicted to pique the student's interest. The video

speaks of historical elements, such as Industrial period and Victorian Era. These help to generate curiosity among the students and motivate them to conduct further research on TC.

The activity also complements Brooks' recommendation of teaching cultural aspects of the TL. The video can be used as a 'vehicle of culture', and to create a 'cultural island' in the classroom, the teacher can assign students to create posters or other realia based on different historical monuments in England. This can be expanded to other subjects such as history or geography to have a cross-curricular impact, for example, life as it was in the Victorian era or transport of that era and its importance.

If analysed through Cortazzi and Jin's types of cultural materials, the video uses target culture of the L2. Therefore, portrayal of British culture, discussing the historical heritage of the place, is used, since Britain is an English-spoken country.

Implications of teaching culture to students

As seen above, the activity is largely beneficial to aid teaching of TC. However, as discussed in 2.4, there are drawbacks involved, too. It is hard for students to comprehend concepts such as "apprentice to pawn broking trade" (03:07); since the students are not familiar with the term, it has never entered into their schemata. Despite presence of pictorial representations of a pawnbroker's shop, coupled along with teacher's explanation of the concept, it is challenging for them to understand, especially because "if one cannot fully access the schematic data, one can hardly be expected to learn the systemic data at any ease" (Alptekin, 1993, p. 137). This also stands true for Bangladeshi secondary school-going L2 learners, mainly because the notion of pawn broking is non-existent in their schemata, hence making it difficult for them to use the term.
Also, there are dangers of stereotyping, and not all generalisations are true. Thus, stereotyping may result in teaching incorrect cultural references. For example, aspects such as music do not necessarily represent a culture, more individual taste within a particular culture; it might be a smaller part of the whole but that does not necessarily mean that the music 'belongs' to that culture. In the video clip, different background music have been used with the changing scenes, and Bangladeshi learners might misunderstand and associate the music used in the video clip explicitly with British culture.

In addition, as mentioned in 2.4, while learning L2, the learner relies on his/her native schematic knowledge, which affects the process. Even though the video helps to learn systematic knowledge, the learner does not acquire the social norms of that situation.

Conclusion

A combination of factors, namely: theoretical awareness, knowledge base and experiential reflection, leads to the conclusion that there is a need for culture to be taught explicitly. As shown in the analysis above, activities such as video exercise, can be fully exploited to increase cultural conscience and develop other skills alongside. Usage of such exercises in classrooms not only results in more effective learning of L2, but also encourages students' self-reflection on the richness and diversity of their own culture and share a greater appreciation for it. Nevertheless, there are concerns about whether the teaching of culture would interfere with the natural process of systematic development. This calls for further research to be conducted in the field of teaching culture; one of the focal points can be exploring the ways in which teaching TC in a Bangladeshi context would affect language learning. The other research focus can be an investigation of the extent to which this inclusion of TC in classrooms can adversely affect the knowledge development of the students. These are recommendations for future research, since the research findings can be beneficial to not only Bangladeshi L2 classrooms, but L2 language learning classrooms all over the world.

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Appendices

Appendix 1

Heritage Tourism teen learning.mp4

Learn English - British Council. (n.d.). Heritage Tourism, available at http://learnenglishteens.britishcouncil.org/uk-now/video-uk/heritage-tourism>accessed on 8 July, 2018.

Appendix 2

How much do you know about Britain's history? Watch this video to see how Britain's industrial past is being used for a newer industry: tourism.

1. Preparation: matching

Match the vocabulary with the correct definition and write a – f next to the number 1 – 6.

1……..	to recreate	a.	important cultural activities, objects and buildings from a country's past
2……..	a canal	b.	an area of business activity
3……..	an industry	c.	an artificial waterway
4……..	to dress up	d.	to repair something and return it to its original condition
5……..	heritage	e.	to make a model of something from the past
6……..	to restore	f.	to put on special clothes

2. Check your understanding: multiple choice

Circle the correct answers.

1.   In Victorian times, what was Britain famous for?

   a. heritage tourism   b. producing goods   c. pop music

2.   Before planes, trains and cars, how did people transport large amounts of goods?

   a. on horseback   b. on bicycles   c. on canal barges

3.   What was the train in the museum powered by?

   a. steam   b. electricity   c. diesel

4.   Which of these reasons for visiting Britain was NOT mentioned by the people interviewed in the video?

   a. its history   b. its cafés and restaurants   c. its culture

5.   What time in history is recreated by the street in the museum?

   a. 50 years ago   b. 130 years ago   c. 180 years ago

6.   What do visitors to the museum like doing?

   a. dressing up in old costumes   b. taking photos with museum guides   c. shopping in the recreated street

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3. Check your grammar: gap fill – adjective-dependent prepositions

Complete the gaps with a word from the box.

for	in	from
for	with	to

1. In Victorian times, Britain was famous _____ producing things.

2. Nowadays, the canals are used _____ leisure and many of them have cafés, restaurants and art galleries.

3. The National Railway Museum is devoted _____ British trains.

4. The streets of York are crowded _____ tourists.

5. Britain's culture and history are different _____ anywhere else in the world.

6. The guides in the museum are dressed _____ Victorian costumes.

Which places in the video would you like to visit?
What are the best museums where you live?
Are you interested in your country's history and culture?

Vocabulary Box   Write any new words you have learnt in this lesson.

Like us on Facebook

- Read new articles and stories in English.
- Play our new games and get the highest score.
- Enter our '*photo caption*' and '*what is it?*' competitions.
- Post your comments.

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In Victorian times, Britain was famous for producing things; it was known as 'the workshop of the world'. I'm travelling to York to find out how this industrial past is still important for a newer industry: tourism.
Before planes, trains and cars, this was one of the best ways to travel.
Rivers and canals played a very important role during the Industrial Revolution. Barges like this were the lorries of their day, transporting coal to the factories and finished products around the country. Now they're used for leisure and many canals have become a focus for cafes, restaurants and art galleries.

Amandeep: Thank you for the lift.

Bargee: Thank you. Bye-bye.

.....
Amandeep: Steam trains replaced the canal boats and became great symbols of Britain's industrial past. And they're still attracting tourists from around the world today.
There is a huge collection of them here at the National Railway Museum.

.....
The museum has its own workshed where engineers restore these incredible machines to their former glory.

Amandeep: Chris, how much work goes into restoring these trains?

Chris: Well, there's a lot of work involved. We work on them virtually every day, repairing them and maintaining them to make sure they can operate properly and safely.

Amandeep: Why is it important to keep them and show them?

Chris: Basically, it's important educationally to show the young generation of how railways used to operate in older days, so it's a link from the past that's brought to life in present day.

. . . . .
Amandeep: Like so much of Britain, these streets are full of history. This is the old part of the city of York. Tourists love to come and experience this historic area.

Woman 1: I think visitors come to Britain because of the shopping and the history.

Man 1: It is actually a very nice country, you know. Lots of historical places in Britain.

Man 2: I think visitors come to Britain for the culture, for the historic sites and because it's different from anywhere else in the world.

.....

Near to York Castle, there's a museum that's created a street from the past.

Wow, this is like stepping back in time! I'm actually in a Victorian street museum. Visitors come here to travel back around 130 years. Natalie Kingston is a guide here and dresses up for her role.

Amandeep: Why do you think people like to visit this old street?

Natalie: I think people like to visit this street because it recreates the past. It was the first ever recreated street in the world. It was built in 1938.

Amandeep: What reactions do you get to being dressed up?

Natalie: The most common reaction to being dressed up is that people want to take photos of you and they like to have photos taken with you. People ask a lot more questions when you're dressed up. Not just about the costume, but also about the street and everything in it.

Amandeep: Being here, I really do feel like I've been transported back in time.

Learn English - British Council. (n.d.). Heritage Tourism, available at http://learnenglishteens.britishcouncil.org/uk-now/video-uk/heritage-tourism>accessed on 8 July, 2018.

Appendix 4

Secondary B1.1 Listening	Secondary B1.2 Listening
• Can understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. • Can understand clear audio announcements (e.g., traffic reports, weather forecasts). • Can follow the main idea of audio text if the topic is familiar and the text can be replayed. • Can understand the main points of even a relatively long discussion if it concerns a familiar topic, and if the people involved use Standard English and do not speak too quickly. • Can understand the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid. ✓ Can understand some colloquial expressions related to the classroom. ✓ Can understand teacher explanations of experiments, processes, etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification. ✓ Can understand instructions, delivered clearly, and at a slow pace. ✓ Can follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.	• Can understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest. • Can understand the main points in a relatively long conversation that is overheard. ✓ Can understand detailed oral instructions. ✓ Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification. ✓ Can understand teacher explanations of experiments, processes, etc. when supported by visuals such as textbook illustrations. ✓ Can understand clear and organized classroom talks and presentations, provided there is some prior knowledge of the topic. ✓ Can understand a short film on a familiar topic. ✓ Can understand the main points of stories and other text read aloud in the classroom.

Secondary B1.1 Spoken Interaction	Secondary B1.2 Spoken Interaction
• Can participate in telephone conversations with a known audience. • Can explain to a teacher when and where they are experiencing difficulty. • Can express opinions on familiar subjects and ask for others' opinions.	• Can indicate that something is causing a problem and also explain why. • Can initiate a conversation and help to keep it going. • Can repeat a summary of a conversation to another person. • Can ask spontaneous questions.

Secondary B1.1 Spoken Interaction	Secondary B1.2 Spoken Interaction

• Can sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.
• Can interview others if the questions have been prepared beforehand. Can sometimes pose a further question without having to pause very long to formulate the question.
• Can repeat what has been said and convey this information to another.
 	
  ✓ Can offer comments and otherwise contribute in a small group situation.
  ✓ Can ask questions about mathematical or lab procedures.
  ✓ Can contribute own understandings of science experiments.
  ✓ Can ask questions to learn more.
	• Can participate in relatively lengthy conversations with peers on subjects of common interest, provided others make an effort as well.
	
	  ✓ Can actively participate in group work, expressing opinions and making suggestions.
	  ✓ Can ask questions about mathematical or scientific procedures.
	  ✓ Can ask about language forms, vocabulary choices, and structures.
	  ✓ Can ask questions about text to extract further meaning.

Secondary B1.1 Spoken Production	Secondary B1.2 Spoken Production

• Can briefly explain and justify points of view, assumptions, and plans.
• Can describe personal goals and intentions.
• Can verbally indicate willingness to participate in activities.
 	
  ✓ Can describe what is occurring in a film or book, and indicate their personal opinion about it.
  ✓ Can retell a simple story read /heard in class.
  ✓ Offer an opinion of a short story, play, essay, or poem examined in class.
	• Can clearly explain how something is used (e.g., how to run a computer program, how to use art tools, how to maintain the class garden).
	• Can make announcements using simple words and phrasing (e.g., indicate to the rest of the class what is being served in the cafeteria at noon).
	• Can clearly express feelings and explain the reasons for them.
	• Can express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of staying in school).
	• Can speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.
	• Can talk in some detail about similarities and differences between their current residence and their place of origin.

Secondary B1.1 Spoken Production	Secondary B1.2 Spoken Production
	• Can present an argument clearly enough to be understood most of the time.
	• Can use a fairly large number of words and expressions.
	• Can provide detailed, practical instructions to explain a process with which they are familiar (e.g., how to look after a pet, how to bake a cake, how to repair a bicycle). Can respond to questions regarding these procedures.
	✓ Can add to classroom conversations regarding the topic being studied in class.
	✓ Can offer an opinion about a piece of literature studied in class, including personal reaction to it.
	✓ Can talk about solutions to math or science problems using everyday language.

Secondary B1.1 Reading	Secondary B1.2 Reading
• Can identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers, provided there are a limited number of abbreviations.	• Can scan through straightforward printed text (e.g., magazines, brochures, information on the Internet) and identify the topic as well as whether the information contained might be of interest/application.
• Can examine a web site and determine its purpose.	✓ Can satisfactorily read and understand straightforward, factual text on subjects related to personal interests and/or subjects being studied.
• Can pick out important information on the labels of food packages and medicines (e.g., expiration date, directions for use, instructions for preparation).	✓ Can read and understand topical articles and reports in which the authors are presenting and defending a particular point of view.
• Can understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures).	✓ Can read textbook explanations and examples with the support of a word list and/or dictionary.
• Can understand straightforward letters and messages.	✓ Can understand most subject specific words.
• Can understand factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).	✓ Can read and follow directions for experiments and procedures.

Secondary B1.1 Reading	Secondary B1.2 Reading
✓ Can understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. ✓ Can read textbook explanations and examples with aid of word list and/or dictionary support. ✓ Can distinguish between factual and fictional text. ✓ Can read charts and graphs with some understanding. ✓ Can understand many subject specific words when encountered in text (e.g., cell, multicultural, life cycle). ✓ Can use key words, diagrams, and illustrations to support reading comprehension.	✓ Can understand most words in narrative and expository text, and extract the key ideas from those texts. ✓ Can distinguish between different text purposes (to inform, to entertain, to argue a point, etc.). ✓ Can read short media reports on familiar sports and events.

Secondary B1.1 Writing	Secondary B1.2 Writing
• Can describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other. • Can describe an event using simple, coherent, and well-written sentences. ✓ Can write a report on an important personal experience (e.g., moving to a new home, getting a driver's licence, joining a sports team). ✓ Can write simple, short descriptions of personal experiences without using an aid, such as a dictionary. ✓ Can spell and show basic punctuation accurately enough to be followed most of the time. ✓ Can express what has been learned, how it has been learned, and learning goals for the future. ✓ Can summarize simple text dealing with familiar subjects. ✓ Can work through examples from a science or mathematics textbook.	• Can list the advantages and disadvantages of things which are of personal concern (e.g., rules of conduct at school or at home, purchasing an item, future goals). • Can reply in writing to an advertisement and ask for more information. • Can describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved. ✓ Can express in writing their personal opinions and give detailed accounts of feelings and experiences. ✓ Can take notes (or make other types of representations) when listening. ✓ Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination. ✓ Can write brief descriptions of an experiment or procedure. ✓ Can write about reactions to class work and experiments in a learning journal.

Secondary B1.1 Writing	Secondary B1.2 Writing
✓ Can use a writing frame to write short, simple descriptions or explanations.	✓ Can draft a text on topical subjects of interest and highlight what is particularly important. ✓ Can write an account of an event in history using the first person narrative. ✓ Can write a short description of a number of possible topics (e.g., a region, a product, a character, or an event). ✓ Can write a short summary of a piece of literature, expository text, or audio visual production. ✓ Can write short descriptive, narrative, or expository text.

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Appendix 5

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Heritage tourism: Video UK - answers

Answers to Heritage tourism exercises

1. Preparation: matching

1. e	4. f
2. c	5. a
3. b	6. d

2. Check your understanding: multiple choice

1. b	4. b
2. c	5. b
3. a	6. b

3. Check your grammar: gap fill – adjective-dependent prepositions

1. for	4. with
2. for	5. from
3. to	6. in

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Vested Property and the Right of Inheritance in Bangladesh: A Critical Analysis

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Abstract: The aim of this article is to explore the legal aspects of Vested Property and its principal contradictions with the right of inheritance in Bangladesh. It evaluated origin, development, present position of law of vested property and its connection with property right of inheritance. With a factual and legal analysis, it also evaluated the complexities in the return process of vested property. From a pluralistic legal approach the study found violation of property rights in creation, continuance and implementation of vested property laws particularly the right of inheritance. Finally, the paper proposed some recommendations with an aim to ensure right of inheritance over vested properties.

Keywords: Vested property, right to property, return of vested property, right of inheritance.

JEL Code: D14

Introduction

The creation and continuance of the law of enemy property, later vested property (VP), is seen as a violation of property rights of the people in Bangladesh. Resultantly, such law violates the law of property inheritance also. Vested property, originally enemy property (Rakshit, 1983, p. 2) is on the process of return to its original owners or their heirs, or successors in interest of original owners or their heirs from the custodianship of the government by the Return of Vested Property Act (RVPA), 2001 and the Release of Vested Property Rules, 2012. From 1965 to 2012 the property has been under control and management of the government through various laws and after such a long period of Government acquisition and management by many ways like leasing or letting it out (East Pakistan Enemy Property (Lands and Buildings) Administration and Disposal Order, 1966), the returning of vested property faces problem in finding out the original

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owners or their true inheritors. The returning process has a close link, between the issue of vested property and the right of property inheritance. The legal aspects of vested property and the law of inheritance together create a paradox in property rights and the law of property inheritance in Bangladesh. The debate over vested property is a complex issue, containing social, political, economic and legal aspects, which deserve to be studied critically in the context of Bangladesh.

Statement of Problem

No matter what the justification is, right to own (or inherit) property is a basic right and neither an individual nor the state can snatch away this right arbitrarily (Oikya, 2016). Article 27 of the Constitution of Bangladesh guarantees that all citizens are equal before law and entitled to equal protection of law. Moreover, the right to own property has been ensured in the Constitution and the state must not discriminate on the basis of race, sex or religion. In spite of this constitutional provision that offer satisfactory and sufficient guarantee and protection of right to property of each person, the Vested Property Act remains as a symbol of violation of the property rights. In a research survey, Abul Barkat-a prominent economist of Bangladesh explored that, a total of 1.2 million households or 6 million populations belonging to Hindu religion had been affected by this Act (Barakat *et al.,* 2008). He further added that, the total amount of land property dispossessed would be at 2.6 million acres. With a view to meeting the demand of cancellation of vested property laws (VPL) and to advance rule of law, and human rights the Return of Vested Property Act, 2001 was enacted which promised to return vested properties to their original owners. Despite of this open chorus of protection of right to property and property inheritance VPL remains in continuity in various forms against the Hindu Minority in Bangladesh. The situation appears that the Return of Vested Property Act, 2001 is 'deeply flawed and unfortunately has failed to meet its promises' (Yasmin, 2016). In this modern and democratic arrangement, it is time to know why right of minority on vested property is being violated and why the Vested Property Return Act, 2001 cannot fulfill the present growing demand of the people of Bangladesh. Most research works have focused on the possible causes of violation of right to property, drawback of the Vested Property laws, peoples' understanding of vested property and so on. Therefore, this study has critically analyzed the legal regime of Vested Property and examined the loopholes of the Return of Vested

Property Act, 2001, Release of Vested Property Rules, 2012 and practical problems of implementation of such laws.

Aims and Objectives of the Study

This study aims to explore the multiple dimensions (economic, social, political and legal) of the law of enemy property and to examine whether the creation of enemy property is a violation of law of inheritance or not. Moreover, it is one of the main focuses of the study to examine the status of enemy property, with reference to the law of inheritance, from its creation in 1965 to the independence of Bangladesh in 1971.

The name of the enemy property was changed into vested property after the independence of Bangladesh. In 1976, by promulgation of an ordinance the government was made the owner of such vested property, which Barakat, *et al.* (1997) describes as a gross violation of the then existing laws of the country. In 1984, a Presidential pledge was made that no new property were to be made vested property. But Barakat *et al.* (1997) proved that the said pledge was never implemented and many new properties were included in the list of vested property (VP). The present study seeks to analyse the status of the newly inserted properties in the VP list during 1971-2001, keeping in mind of the politico-legal scenario of the time. This paper also considers whether abandoned properties created in 1971, having all the characteristics of vested property, could be inserted in legal regime of VPL.

A new dimension to the property right and right of inheritance in Bangladesh, with regard to VP is created by the Return of Vested Property Act, 2001, with intent to return certain listed VPs to its original owners or their heirs, or successors-in-interest of original owners or their heirs, provided the person to receive the property is a citizen of Bangladesh. For the purpose of returning, the government has published VP list for the country. In the said list, the name of the SA Record tenant has been mentioned with the respective *Khatian* (Land Record) number and amount of property. And in almost all cases such tenants are dead. Therefore, it has become a very hard task to identify real heirs with actual possessions with the existing mechanism of land administration in Bangladesh. Thus, the study also analyse the implementation of the return process of vested property.

Methodology

The study is based on both primary and secondary sources. Primary sources have been collected from laws, regulations, acts, statutes and reported case decision. And for collecting secondary data the authors have gone through related newspaper articles, periodicals, books and journals to obtain a comprehensive scenario of the VPL and its continuance in Bangladesh. The emphasis has been given on qualitative research approach because this study is descriptive and analytical in nature.

Vested Property Laws from a Wider Context

After reviewing the literature on vested property, it was found that there are a few literatures on the legal aspects of Vested Property Law and its principal contradictions with the Property right of Inheritance in Bangladesh. The earliest attempt in this regard was made by Mridul Kanti Rakshit. Rakshit (1979) described his work as a comprehensive hand book for the legal professionals covering legal aspects of vested property laws (VPL). He tried to draw a concrete shape to VPL and declared such as the guiding law of the country for the alien friends and alien enemies. He included three types of properties in the special legal regime of VP, namely non-resident property, abandoned property and enemy property. He articulated government enactments which formulated the said three types of properties into enemy property (EP). Rakshit (1983: 2) analyzed the Defence of Pakistan Ordinance, 1965 (DPO) and the Defence of Pakistan Rules (DPR), and concluded that the concept of 'Enemy' and 'Enemy property' had been the product of DPO and DPR. After the emergence of Bangladesh the position of the law of enemy property had been completely changed as Indian nationals became the 'alien friends' under section 83 of the Code of Civil Procedure (CPC), 1908 (Rakshit 1979: 4). Even though the character of enemy property had not been changed till 1974 and a kind of self contradictory law continued in the independent Bangladesh. In this regard Rakshit (1983: 5) said,

> "*It appears that law of land against the alien friends was the law of alien enemies. Whatever that may be the said law of enemy property aimed against alien friend's property and various laws has been promulgated for management and control of their properties. So the Enemy Property (Continuance and Emergency Provisions) Ordinance, 1969 (Ordinance I of 1969) has*

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> *been replaced on 23/3/1974 by promulgation of Enemy Property (Continuance of Emergency Provisions) (Repeal) Ordinance, 1974 (Ordinance no IV of 1974). By the declaration of the aforesaid Ordinance, all enemy properties shall vest in government and such properties will no longer be known as Enemy Property but as Vested Properties."*

Rakshit further noticed that the Ordinance IV of 1974 was similar to that of Ordinance I of 1969 in different languages because "enemy property" and "enemy firm" continued to have the same meaning as were assigned to them in DPR. Another dimension of Rakshit's work was to include abandoned property in the legal regime of vested property. The spirit and principles of law as laid down in the law of abandoned property are similar to that of law of enemy property (Rakshit, 1983, p. 120). After the surrender of Pakistan Occupation Army on December 16, 1971, many of the owners left their properties uncared on account of conditions arising from liberation war of Bangladesh. Many of the owners, who collaborated with the Pakistan army or owed allegiance to Pakistan, either left the country or went into hiding, abandoning their properties and without making any arrangement for administration of such. So in order to cope with such situation, immediate steps were taken in promulgating the Bangladesh (Taking over Control and Management of Industrial and Commercial Concerns) Order, 1972 (Acting President's Order I of 1972) for providing an administrative machinery for control, management and disposal of those abandoned properties.

In case of other kinds of properties which were left uncared for by their owners and in some cases where these properties went into occupation of some unauthorized persons, the Bangladesh Abandoned Property (Control, Management and Disposal) Order, 1972 was promulgated on February 28, 1972. It provided for vesting all kinds of abandoned property in the government of Bangladesh and comprehensive provisions for control and management of such properties. Subsequently Presidential Order no XVI of 1972 was promulgated for control, management and disposal of certain types of properties abandoned by certain persons who were not present in Bangladesh or who have ceased to occupy or supervise or manage in person their properties or who became alien enemies. While including these types of abandoned properties in the legal regime of VPL Rakshit (1983, p. 121) said about it,

"On a careful perusal of the definition of the word "Abandoned property" as provided by article 2(1) of the PO 16/72 leads to the conclusion that abandoned property is nothing but the property of the enemy of Bangladesh. So in true sense of the term it ought to have been made as "Enemy Property" without calling it "abandoned property". Practically the law of Abandoned Property stands as the law of Properties of West Pakistan's people alone rather than Non-Bangladeshi people."

In 1977 a Martial Law Regulation was made for absolutely vesting of abandoned property in the hand of the government and such taking over of property by the government was made unchallengeable in any court of Bangladesh. Therefore, the authors found that, aforesaid abandoned property should be included in the legal regime of VPL because people of Pakistan are no longer enemy of Bangladesh. But it is a matter of regret that section 2(b) of the Return of Vested Property Act, 2001 as amended in 2011 does not include "Abandoned Property" into the legal regime of VPL.

While emphasizing on political economy of vested property, Barakat (Barakat *et al.,* 1997) explored the legal development with regard to VPL. Unlike Rakshit (1983), Barakat *et al.,* (1997) excluded abandoned property from the legal regime of VPL. He used Vested Property Act as an alternative naming of Enemy Property Act and explores VPL to identify the magnitudes of sufferings resulted from the implementation of this law, and also to evaluate its impact on socio-economic life of Hindu community.

Property rights of Hindu minority in Bangladesh have been violated by the continuance of the VPL. Barakat *et all* (2008) through a survey based analysis showed the deprivation of Hindu minority in Bangladesh while living with vested property and he explained the state of deprivation of Hindus due to VPL. As a major effect of Acts on enemy property and vested property, he identified "missing Hindu population" which has been defined as the difference between the sizes of Hindu population as reported in official census documents and estimated Hindu population assuming migration to India (Barakat *et al.,* 2008, p. 67). He also identified the loss of properties of the households living with vested property as an indirect effect of Vested Property Act. These analyses of Barakat led the present study to analyze VPL from a socio legal perspective. For this reason, we also evaluated the Return of

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Vested Property Act, 2001, the return process of the vested properties under this Act and its subsequent amendments and modifications.

Law of Vested Property before Emergence of Bangladesh

Administration of enemy property has long been a part of warfare, particularly economic warfare. It is even sometimes considered as a prior basis of war. The present context of enemy property has got its origin in India-Pakistan war in 1965. During this war the Defense of Pakistan Ordinance, 1965 was instituted and in exercise of the powers conferred by the Ordinance, the 'Enemy Property (Custody and Registration) Order, 1965 was promulgated. This order prevented the payment of any money to enemy firm and to preserve the enemy properties during the war. Again under rule 182 of the Defense of Pakistan Rules (DPR), two general notifications bearing Nos. 1198 and 1199 dated 3/12/1965 were issued by the government of East Pakistan, by which all properties of all the enemies had been brought under its clutches. Within the meaning of rule 164 of DPR, enemy property vested in the Deputy Custodian of Enemy Property and from effect of the date of those notifications, transfer of such property by sale, exchange, gift, will, mortgage, lease, sub-lease or any other manner was made null and void (Rakshit, 1983).

It is not true that only people who went to India during Indo-Pak war in 1965, were made enemies and their properties were made enemy property by DPR. Rather evacuee properties which were created by certain evacuee Acts and Ordinances in normal time (not during emergency), were also brought under the ambit of enemy property (later vested Property) by DPR in 1965. Rakshit (1983) describes four classes of people whose property has been brought under the name of enemy property:
- Persons who having properties in Pakistan left for India long before the partition of India and settled in India as Indian nationals;
- Persons who having properties in Pakistan left for India just before or after Partition on account of communal disturbances;
- Persons who having properties in Pakistan left for India on account of civil disturbances of January 1964 and;
- Persons who having properties in Pakistan left for India before and after the war of 1965 and have not been able to come back.

Analyzing the above four classes it can be assumed that any people who left Pakistan for India at any time before and after 1965 were made enemies of Pakistan and their respective properties were made enemy properties, without considering any reason for their leaving. Although there was debate about inclusion of all the above four classes of peoples' property into the list of enemy property, it was made absolute by DPR during emergency. Law of enemy property, which was a product of emergency, was kept alive even after abolition of emergency on 16/02/1969, through the promulgation of Enemy Property Continuance Ordinance, 1969. The problem of enemy property was never addressed during Pakistan period, even for a long time after the independence of Bangladesh. When addressed so, old wine in a new bottle were served as only the name of enemy property were changed into vested property, keeping all of its former mechanism alive.

Law of Vested Property after Emergence of Bangladesh

The scenario changed after the independence of Bangladesh. From 26 March, 1971 Bangladesh government became the custodian of all property that was earlier vested under Government of East-Pakistan. India no longer remained an enemy state. Gradually demand to return the enemy property to rightful owners was raised by the Hindu Community who came back to a secular and independent Bangladesh.

On 23/3/1974 Enemy Property (continuance of emergency provisions) (Repeal) Ordinance, 1974 was promulgated. In it, the terms "enemy property" and "enemy firm" had got the same meaning, as it had been assigned to them in DPR. It is to be noticed that the Ordinance IV of 1974, is similar to that of Ordinance I of 1969 in different languages (Rakshit, 1983, p. 5). All enemy properties and firms which were vested with the custodian of enemy property in the East Pakistan remained vested in the government of Bangladesh under the banner of vested property (Barakat *et al.,* 1997, p. 40).

On the same date of the above repeal, Vested and Non-Resident Property (Administration) Ordinance, 1974 was promulgated and subsequently it was made law by the parliament in the name of Vested and Non-Resident Property Act, 1974. Though the principle aim of the Vested and Non-Resident Property Act, 1974 was to identify and take over the properties of those residents who left Bangladesh during/immediately after liberation war and/or took foreign citizenship, in practice of this

Act was also widely used against Hindu Minorities who had no connection with Pakistan for quite valid and obvious reasons (Barakat *et al.,* 1997, p. 40). Therefore, the new law of vested property along with the old law of enemy property discouraged the Hindu community to return to their homeland and created the mechanism for further communal disintegration, since neither the rightful owners nor their successors were given opportunity to get back their property.

In 1976, the Vested and Non-resident Property (Administration) Act, 1974 was repealed by the Vested and Non-resident Property (Administration) (Repeal) Ordinance, 1976. In this way the mechanism of vested property was partially stopped. But the Enemy Property (Continuance of Emergency Provisions) (Repeal) (Amendment) Ordinance, 1976 further opened the gate of vested property. Moreover, by the amendment of section 3 of the amended Act, for the first time government were made the owner of the vested property, with the power of controlling, managing and disposing of it, by transfer or otherwise. Thus, the government encroached the right of ownership, which is a gross violation of the existing laws pertaining to the right of private ownership (Barakat *et al.,* 1997, p. 41). If, it is a violation of the right of private ownership, certainly the question arises whether the violation marks a stoppage in the line of succession of the property, as it no longer belongs to a natural person.

In 1984, two circulars bearing memo no CST 72(2)/84-82(7) dated 6/8/1984 of President Secretariat, Public Division and memo no 5-23/83 (Anghsa-1)/338(64) dated 23/11/1084 of the Ministry of Land Administration and Land Reform were issued to implement the then Presidential pledge to people that henceforth no new property would be declared as vested property and the properties already enlisted as vested would not be disposed off any more (Barakat *et al.,* 1997, p. 44). Barakat *et al* (ibid) in his book showed that such pledge was never implemented; rather many new properties were listed as vested properties. Such new entries also alienated the affected people from inheriting their property. These entries are nothing but corruption and mal-practice of the land administration authorities.

The Creation of Vested Property and Violation of Property Rights

Right to property is recognized as fundamental right in the present Constitution of Bangladesh. Within the international bill

of human rights namely, the Universal Declaration of Human Rights (UDHR), and the two binding Covenants, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR), a number of articles are directly tied to rights to land (Wickeri & Kalhan, 2010). These ultimately lead to single right of ownership which is classified in a number of judicial precedents, in three different categories namely, right of inheritance, right of possession and right to transfer. So, there is no doubt that right to property is not fulfilled unless it is accompanied by right to inheritance. Such right was also ensured in the then Constitution of Pakistan. But suspension of fundamental rights due to proclamation of emergency in 1965 gave the then Pakistani government a scope to make the enemy property law. It could be legally acceptable if such suspension of right to property continued till the continuance of emergency only. But with the continuation of the VPLs such right is violated even after the situation of war was over. Therefore, the context of enemy property laws is not confined in the situation of war in 1965.

Both Rakshit (1983) and Barakat, *et al.* (1997) showed that the regime of enemy property laws in then Pakistan started with the East Bengal Evacuees (Administration of Immovable Property) Act, 1951. Under this Act, a person (including his legal heirs) who was ordinarily resident of East Bengal left for any part of India owing to communal disturbances or fear thereof, after August 15, 1947, would be considered as evacuee. Barakat, *et al.* (1997) also showed that certain requisitioned properties which were the creation of the East Bengal (Emergency) Requisition of Property Act, 1948, along with evacuee properties were included in the category of enemy property. Therefore, creation of enemy property continued to violate property right of inheritance long before 1965 and it did not stop even after the liberation of Bangladesh in 1971.

Violation of property rights by creation and continuance of vested property has also been recognized by the High Court Division of the Supreme Court of Bangladesh. Mr. Justice Obaidul Hassan and Justice Krishna Debnath in *Md. Abdul Hye Vs. Government of Bangladesh* case (writ petition no. 8932 of 2011, judgment dated 23.11.2017) stated that the EPA (Enemy Property Act) and its subsequent adaptations have methodically violated the norms of fundamental human rights of Hindu community living in Pakistan and Bangladesh in breach of established human rights treaties and conventions. Referring to the right to property, equal protection under the law and

freedom of religion honourable judges also pointed out the inequitable provisions of the EPA and VPA and decided that the inequitable provisions and discriminatory application of the EPA and VPA have obviously violated the legal standards created and practiced by the international community.

Problem of Implementation of the RVPA, 2001

The Return of Vested Property Act, 2001 amended in 2011 and Release of Vested Property Rules, 2012 had been arranged to bring a finishing to the so called law of vested property. Here it is important to note that the Act No. XVI of 2001 was amended and the process was stopped by the successive new government-the Four Party Alliance government of BNP and Jamat-e-Islami (2002-2006), allowing the government an unlimited time to publish the list of returnable VPs (Barakat, *et al.,* 2008, p. 31). But again with an amendment in 2011 the process of returning started. For a very long time (about 40 years) government were the custodian of the vested property and since 1976 government became the owner of such property having power to lease, let out or dispose it. Such power of the government created a vested group which has got possession in many of such properties. Some people are in such possession from generation to generation. Inheritance of possession by rightful owners has even been interrupted in many cases. So, it is a very difficult and complicated task to find out the true owners or their inheritors of the vested property and bring back the property to the mainstream of inheritance of property in Bangladesh.

The implementation of the return Act has also been interrupted by continuous amendments and procedural complexities. The amendment in 2011 of this Act divided the whole vested properties into 2 schedules i.e. 'Ka' schedule (under government's control and restorable), '*Kha*' schedule (under other's control and non-restorable) (Ahmed, 2015). To resolve the disputes arising out of '*Kha*' schedule properties the amending Act provided provision for forming different committees in central, divisional and district level. In 2012 this Act has been amended for two times to extend the time limit of publishing the list of vested properties and to extend the time limit for application to the committees and tribunals. In 2013 the amendment of this Act omitted all the provisions relating to '*Kha*' schedule and committee system. A new section 28A titled "*Kha* schedule omitting related special provisions" was inserted which provided that all the judgments and decrees of

the Tribunals and Appellate Tribunals relating to '*Kha*' schedule would become null and void and all pending proceedings became abated (Ahmed, 2015). Such insertion, omission and continuous changes have made the implementation of the RVPA a difficult task and brought immeasurable sufferings and deprivation of Hindu minority in Bangladesh living with vested property.

Principle of *res judicata* has been violated also by the Return of Vested Property Act. Section 6 of the Act provides exclusion of certain types of properties into the list of returnable vested properties. It included the properties 1) which have been declared by a competent court as not vested properties and 2) which have been released by the custodian of such properties. Again, section 10 (4) of the same Act also provided the provision of application of the Return Act to release vested property. It can be further said that the inclusion of vested properties (already released) by the custodian himself or with an order of a competent court and requiring the affected parties to apply for releasing again is a violation of the principle of *res judicata*.

Allegation has also been made that section 6 (*Ga*) and (*Gha*) of the Return Act 2001 makes an exception to return of the property which had been disposed of by the government without taking into consideration that such right to dispose of any property of a citizen of Bangladesh terming it "the property of enemies of Pakistan" is violation of the constitution (Sarkar 2018). In the judgment of the writ petition (*Md. Abdul Hye v. Government of Bangladesh* Case) made on the aforesaid ground the High Court Division of the Bangladesh Supreme Court said that the court is not inclined to declare section 6(*Ga*)(*Gha*) ultra vires to the Constitution. In this regard the court discussed how Pakistan dealt with the enemy property so declared in 1965. Pakistan sold all the properties in 1971. On the other hand India has already enacted a law in 2017 to dispose of the enemy properties by selling all. In such a situation existing in the sub-continent the court finds that the attempt taken by the Bangladesh government and the legislature is friendlier to the stake holders. However, rights activists in Bangladesh questioned the government's will to give back the vested properties of the religious minorities. They claim that land ministry had proposed a rule for the Vested Property Return Act keeping provision of permanent allocation of the vested land to the associations of officials of government, semi-government and autonomous organisations to construct multi-storied buildings for their residence (*New Age Bangladesh,* 2018). The

alleged initiative, if undertaken by the government, would be inhuman and would hinder the basic idea of return or restoration of the vested properties.

Law of Inheritance and the RVPA, 2001

Law governing the inheritance of property is the personal law of the deceased whose property is being inherited. Personal law of Muslims gets authority from the Muslim Personal Law (*Shariah*) Application Act, 1937. It provides for the application of Muslim Personal Law in all matters relating to Muslim family affairs including property inheritance. Similarly Hindu personal law, for time immemorial, has been the law of Hindus regarding personal matters including the law of inheritance. Between two systems of inheritance amongst Hindus in India, the Dayabhaga of Jimutavahana is the leading treatise in Bengal school. Therefore, the Dayabhaga system prevails in Bangladesh for the purpose of Hindu inheritance.

Neither the Muslim nor the Hindu personal law of inheritance in Bangladesh requires the heir to be a citizen of Bangladesh, with a status of permanent resident. But to be a rightful heir of a vested property, one is required to be a Bangladeshi citizen as well as a permanent resident of the country. Because the return Act defines original owner as the person whose property has been listed as vested property, or his heir or successor in interest of such original owner or his heir, or any co-sharer in possession by lease or in any form, provided that the person is a citizen and permanent resident of Bangladesh. The imposition of such extra conditions for being a rightful heir of vested property is certainly a violation of existing personal laws of the country.

Conclusion

The present paper found that the creation and continuance of VPL has violated the right to inheritance of property. Lack of proper attention by the government in this regard led the continuance of VPL till 2001. Even though in 2001, the Return Act was made, the return process did not get any momentum till 2011. On the other hand, after a long period of government acquisition and control, a strong group of vested interest has been created. The government cannot easily deny the implied interest of that vested group. Therefore, the return process of

the VPs cannot be implemented so smoothly. The overall situation appears that the issue of vested property has become more than a legal one.

The Return of Vested Property Act, 2001 have suggested a complex procedure and its rules, subsequent changes and amendments have prolonged the process. For disposal of easy and prompt cases, government is to give special direction to the Tribunal and the Committee. A list of settled cases should be prepared so that it would reduce the burden over the Committee or Tribunal established for the return of VPs.

Furthermore, it can be said that the problem of vested property, as it stands currently, will probably exist for a longer period within the present legal and bureaucratic processes along with the social, political and economic complexities centering the VPs. Therefore, a stronger pressure group, collectively with the representation from the civil society and rights movements, is necessary to be active to break the chain of illegality and injustice that is being endured and practiced in Bangladesh in the name of enemy turned vested properties.

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Respect for and Application of Smoking and Using of Tobacco Products (Control) Act, 2005: A Critical Study

Rabiul Islam[1]

Abstract: Smoking is a very bad habit and it causes serious injury to human health and environment. This is a punishable offence but due to carelessness and callousness of both the offenders and law enforcing agency the offenders always remain in a state of without check and balance. In this research paper, attempts have been made to describe the present situation of smoking and using of tobacco products, and also its harmful effects on human health and environment. In order to perceive the circumstances attempts have also been made to spell out that how much the legal procedures are followed by the law enforcing agency especially police and the authorized officer under the Smoking and Using of Tobacco Products (Control) Act, 2005 with a view to controlling smoking and tobacco products, making arrest and ensuring punishment to the offenders. Moreover, to justify the reality opinions have been collected from the sellers of tobacco products, general people (not service holders), general service holders, young people and law enforcing agency (Police). The total number of samples were 75 including both male and female and these have greatly facilitated in conducting this research. Finally conclusion is drawn by evaluating the activities of the law enforcing agency (police) and the authorized officer under this Act, and by making recommendations to the concerned authority for effective control of tobacco production and its use, and also to ensure a sound environment for all.

Keywords: Carelessness, smoking and tobacco products, control, Bangladesh.

Introduction

Smoking in public places and transports is an offence and it gradually affects human health and the surrounding atmosphere. The people addicted to it do not want to realize its harmful effects on human body and environment at the earliest time but, when they realize they are to suffer a lot rather than finding remedy. 'Smoking is injurious to health'-as precautionary words is almost seen in every public places, newspapers, any health related program of media and even in the cover of a cigarette packet. But, we are totally callous and careless of the

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related major issues and problems. Selling and advertising of tobacco products in the public places and transports are prohibited under the Smoking and using of Tobacco Products Control Act, 2005. But, often people relating to sell of tobacco products are found in selling those violating the restriction imposed by this Act. In modern times, the young generation of our country both literate and illiterate, old persons, even children and women are becoming addicted to smoking which is a great concern for all of us. In our country, the people, who live below the poverty line, are to struggle a lot for the fulfillment of their basic needs but they use smoking in many cases as a common habit which causes a great economic loss to their families (Kouser et al., 2009). People in all walks of life are addicted to smoking and using of tobacco products, but they do not feel its harmful effects to human body and environment. Selling of tobacco products and smoking on the roadside always creates an environment of disorder and mess for the passersby, and this happens mostly at the time of morning and evening when people start for and return from their official functions. The people addicted to smoking are not interested to understand the circumstances which they create for others at the time of smoking. Smoking is permitted under the Smoking and Using of Tobacco Products Control Act, 2005 in the places identified as smoking zone but not in the public places and transports. But, due to non-availability of the arrangement of smoking zones in the public places and transports the addicted people smoke in an open place though they know they are doing wrong. All these happen for callousness and carelessness of the people, law enforcing agencies and the government though there is an Act and also Rule in our country for the control of smoking and using of tobacco products but unfortunately these are not enforced at the desired level due to the carelessness and callousness of various persons.

Objectives of the Research

In this research efforts have been made to find out and describe the negligence of both the people (buyer and seller) and the law enforcing agencies in discharging their duties to control smoking and use of tobacco products in public places and transports. Besides these the following objectives are noteworthy:
- To explain its harmful effects on human body and environment
- To evaluate the role of the law enforcing agency in controlling smoking and tobacco products

- To discuss how much the Act and Rule made in this regard are followed in controlling smoking and tobacco products
- To evaluate the opinions of the persons on the basis of questionnaire
- To make some recommendations to the concerned authority

Literature Review

Many researchers have worked on the use of tobacco products and its harmful effects on human health and environment. In many studies, the researchers have attempted to identify the economic loss of the country as well as the farmers for tobacco cultivation, tobacco related illness and working environment of the factory, awareness of tobacco related health harms among the vulnerable populations in Bangladesh, and tobacco cultivation and poverty of Bangladesh etc. The Notable ones are as follows:

Ahmad, I. (2015) wrote that environment is the most important place for all living beings including flora and fauna. Bangladesh signed the Framework Convention on Tobacco Control (FCTC), the Smoking and Using of Tobacco Products Control Act, 2005 and other important Laws relating to environment and also international conventions on environmental affairs have been discussed.

Kouser, S., Islam, Md. S. and Islam, R. (2009) noted that in modern times the young generation of our country, old, even child less than 14 and women are becoming addicted to smoking. Although Bangladesh is a small country, there is an Act regarding to the control of smoking and usage of tobacco products but is a matter of sorrow that it is not enforced. Definition of smoking, tobacco and tobacco products, and punishment for advertising of tobacco products and smoking in the public places and transports, and lastly criticism are also noted.

Naher, F. and Efroymson, D. (2007) deals with that high profitability of tobacco is a myth, and that there are many other profitable and realistic alternatives to tobacco production. Loans provided to the farmers by the tobacco companies are like debt bondage, and the companies have different loan strategies for different geographical locations. As with other agricultural commodities the market of tobacco is imperfect and only contract growers have an assured market since they sell

directly to the companies. Curtailing tobacco cultivation for improved nutritional status, reforming and strengthening formal agricultural loan system for tobacco farmers, raising awareness and supporting the cultivation of non tobacco crops are also dealt with for potential future directions.

Masud, J. H. B. (2015) mentioned that tobacco is one of the leading causes of death and disability worldwide. Bangladesh has double burden in the way of tobacco production and consumption. The recent amendments in tobacco control will help to control use of tobacco and all strategies should be implemented for effective tobacco control.

Sultana, P., Akter, S., Rahman, M. M. and Alam, M. S. (2015) wrote that tobacco smoking is a leading modifiable global disease risk factor. Bangladesh is also one of the largest tobacco consuming countries of the world. Various statistical methodologies were used to show result of the research and revealed that about 37 million peoples with age 15 years and above are now smoking in Bangladesh.

So the above research activities prove that the researchers have made initiatives through their research to control the use of tobacco and creating awareness among the people. But in reality, tobacco cultivation and its use has not been stopped rather the tobacco companies by taking innovative plans motivating the farmers in more lucrative ways. But, for the welfare of the economy of this country and farmers who want to cultivate agricultural crops coming out of tobacco leaves and for sound environmental biodiversity the effective control of the government is a must in tobacco production.

Research Methodology

To conduct this research on the basis of the objectives data have been collected from both the primary and secondary sources. In order to conceptualize the smoking and using of tobacco products 75 respondents both male and female were interviewed through questionnaire to illustrate the real circumstances. For the purposes of this research data were collected by the researcher and the students of Dept. of Law, 17th batch, The Millennium University (TMU) during the months of August and September, 2017 from the areas of Rajarbagh Police Line, Malibagh, Mouchak and The Millennium University (TMU), Dhaka. Primary data collection includes the opinions of the Sellers of tobacco products,

General Service holders, General people not service holders, Law enforcing agency (police) and the Young people. Secondary data collection includes published books, research works, and reports of the Newspapers, Journals, TV, NGOs, WHO and National Tobacco Control Cell (NTCC) and through the review of information from these sources. Some information is collected through internet browsing also.

Conceptual Framework

Smoking means inhaling and exhaling the smoke of tobacco, and also includes keeping or controlling any flamed tobacco products [sec. 2(d) of the Act]

Tobacco Product means anything made from tobacco which can be inhaled through smoking, and also includes *Biri*, Cigarette, Cheroot, Cigar, *Gul, Zarda, Khoiny, Sada pata* and mixture used by pipe [sec. 2 (c) of the Act]

Authorized officer means Upazila Nirbahi Officer (UNO) or Upazila Health Officer or any officer of health Directorate equivalent or senior to his rank and includes any officer or officers authorized in this behalf under different laws for the purposes or discharging the concern duties or includes any officer empowered by the govt. in the gazette notification [sec. 2(a) of the Act]

Public Place means educational institutions government and semi government, and offices of autonomous bodies, libraries, elevators, indoor work places, hospital and clinic buildings, and buildings of courts, airports, seaports, river ports, railway stations, bus terminals, ferries, cinema halls, covered showing places, theatre halls, shopping buildings, restaurants covered by wall, public toilets, children parks, fairs or line of passengers waiting for public transports, other places used by the public in general or such other place or places as may be determined by the govt. or any local govt. authority by general or special order, at any time [sec. 2(f) of the Act]

Public Transport means motor car, bus, railways, ship, launch; all kinds of mechanical transport, aero places and such other vehicles as may be determined or declared by the govt. by notification in the official gazette [sec. 2(g) of the Act]

Types of Stakeholders

For the purposes of this research the following stakeholders were selected on preplanned decision so that the real circumstances can be perceived and explained.

1. Sellers of tobacco products
2. General service holders
3. General people (not service holder)
4. Law enforcing agency (Police)
5. Young people

Analysis of Data and Findings

For the purposes of this research data were collected on the basis of questionnaires and it includes the views and opinions of the respondents on the basis of the categories. The questionnaires include questions which are different in number according to the stakeholders. But for the convenience of this research some questions from the questionnaire have been discussed below in accordance with the stakeholders and the questionnaires are also inserted at the end.

Table- 1: Opinions of the Sellers of Tobacco Products

Questions	Yes	No	Duration/ Amount
1. How much time are you engaged in this business?			4-37 years
2. Do you know there is an Act and rules relating to smoking and tobacco products?	10%	90%	
3. Do you know it is a punishable offence?	60%	40%	
4. How much do you earn from this business in a month?			6000-15000/- tk.
5. Are you satisfied in doing this business?	60%	40%	
Numbers of respondents were 10 (Ten)			

Source: Group field survey, 2017

The above table shows that sellers of tobacco products are engaged in this business from 4 to 37 years, among the sellers 10% know that there is an Act and Rule in Bangladesh relating to smoking and tobacco products and the rest 90% have no idea about it, among them 60% know that smoking is a punishable

offence and 40% do not know that, the sellers earn 6000/- to 15000/- tk. monthly and among them 60% say that they are satisfied in this business and 40% are not satisfied in this business, and they are just doing it finding no other alternative earning opportunities.

Table- 2: Opinions of the General Service Holders

Questions	Yes	No	No Response	Duration
1. Duration of addiction to smoking and tobacco products				4-20 years
2. When was you addicted or people generally get addicted to smoking?				10-25 years
3. Do you know there is an Act and Rules relating to smoking and tobacco products	62.5%	37.5%		
4. Do you know it is a punishable offence?	81.25%	18.75%		
5. Do you have any idea about smoking in "public place"?	93.75%	6.25%		
6. Do you know anything about "smoking zone"?	62.5%	37.5%		
7. Have you ever been punished for smoking? Or Have you seen any smoker to be punished?	25%	68.75%	6.25%	
Numbers of respondents were 15 (Fifteen)				

Source: Group field survey, 2017

The above table reveals that among the general service holders who are smokers those are addicted to smoking from 4 to 20 years, both the smoker and non smoker said that people are generally addicted to smoking at the age of 10 to 25 years, 62.5% among them know that there is an Act and Rule relating to smoking and tobacco products but most of them could not say it properly and 37.5% do not know it, smoking in the public

places and transports is a punishable offence; in the regard 81.25% said yes and 18.75% said no, among them 93.75% said that they know ''public place'' and 6.25% said they have no idea about it, 62.5% said that they know about ''smoking zone'' but a few among them have seen it at airport and restaurants and 37.5% are not familiar with it, and 25% said that they saw to be punished and they came to know through newspaper and TV media, 68.75% said that they never saw anyone to be punished and 6.25% did not response.

Table- 3: Opinions of the General People
(Not Service Holders)

Questions	Yes	No	Duration
1. Duration of addiction to smoking and tobacco products			10-40 years
2. When did you addict or people generally addicted to such smoking?			10-30 years
3. Do you know there is an Act and rules relating to smoking and tobacco products?	100%	0%	
4. Do you know it is a punishable offence?	70%	30%	
5. Do you have any idea about its harmful effects on human body and environment	90%	10%	
6. Have you ever been punished for smoking? Or seen anyone to be punished?	00	100%	
Numbers of respondents were 10 (Ten)			

The table indicates that among the general people the smokers are addicted to smoking from 10 to 40 years, they are addicted to smoking or they said that people are generally addicted to smoking at the age of 10 to 30 years, they have no knowledge that there is an Act and Rule relating to smoking and tobacco products in Bangladesh, among them 70% know smoking in public places and transports is punishable and 30% do not know that, smoking and using of tobacco products have harmful effect on human body and environment, 90% know about it and 10% have no knowledge and no one among them has been punished for smoking even they did not see anyone to be punished.

Table- 4: Opinions of the Law Enforcing Agency (Police)

Questions	Yes	No	No Response
1. Do you know there is an Act and Rules relating to smoking and tobacco products?	60%	40%	
2. Do you know it is a punishable offence?	90%	10%	
3. Do you have any idea about smoking in "public place"?	100%	0%	
4. Do you know anything about "smoking zone"?	80%	20%	
5. Do you know you have the duty to control smoking and tobacco products?	60%	40%	
6. If SI or senior, do you know you are an authorized officer under this Act?	20%	0%	80%
7. Do have any experience in controlling tobacco products or punishing the smokers?	10%	80%	10%
Numbers of respondents were 10 (Ten)			

The above mentioned table reveals that 60% of the surveyed population know there is an Act and Rules relating to smoking and tobacco products in Bangladesh and 40% of them do not know it, 90% of them said yes it is a punishable offence but 10% said no, 100% said they know "public place", 80% said they know "smoking zone" but, 20% said no, 60% said yes that they have duty to control smoking and tobacco products but, 40% do not know that, not below the rank of SI are authorized officer 20% said yes and 80% did not response, and lastly 10% said they have experience in controlling tobacco products or punishing the smokers, 80% do not know it and 10% did not response to this question.

Table- 5: Opinions of the Young People

Questions	Yes	No	Duration/ amount
1. Duration of addiction to smoking and tobacco products			1-5 years
2. How much money do you spend for smoking in a month			Tk. 400-2400/-
3. Do you have any idea about smoking in "public place"?	93%	7%	
4. Do you have idea as to "smoking zone"?	50%	50%	
5. Do you know that there is an Act and Rules relating to smoking and tobacco products?	17%	83%	
6. Do you know it is a punishable offence?	83%	17%	
7. Have you been punished ever for smoking or seen anyone to be punished?	3.33%	96.67%	
Numbers of respondents were 30 (Thirty)			

The result of the above table depicts that among the young people the smokers are addicted to smoking from 1 to 5 years; they generally spend 400/- to 2400/- tk. monthly for purchase of tobacco products, in the question of knowledge of "public place" 93% said yes and 7% said they do not know it, among the young people 17% said they know there is an Act and Rules relating to smoking and tobacco products in our country and the other 83% have no idea, 83% said that smoking in public places and transports is punishable and the other 17% do not know that, and lastly 3.33% said that they have seen to punish for smoking but 96.67% said that they have never seen anyone to be punished.

Case Study Reports

In Professor Nurul Islam vs. Bangladesh (2000) 52 DLR (HCD) 413

The High Court Division (HCD), even in the absence of a specific law, did not shy away from banning a promotional voyage of a tobacco company entitled 'Voyage of Discovery'. Thus, it is apparent that the state would have to be vigilant to protect the health of its citizens (Islam, 2017).

In Dr. Mohiuddin Farooque vs. Bangladesh (1996) 48 DLR (HCD) 438, at 442

The High Court Division (HCD), has found a quite wide scope of the right to life and has observed that "right to life is not only limited to the protection of life and limbs but extends to the protection of health…maintenance and improvement of public health by creating and sustaining conditions congenial to good health" (Islam, 2017).

In Dr. Mohiuddin Farooque, Sec. General (BELA) vs. Bangladesh (2002) 22 BLD 534

The High Court Division (HCD), at Para 18, has underscored the importance of the constitutional pledge of the right to life and its integral nexus with the right to a healthy life (Islam, 2017).

Laws Relating to Smoking and Tobacco Products

Smoking is a very bad habit of human beings and it is also harmful to human health and environment. The smokers are attacked with various fatal diseases like cancer, heart diseases and also affects the child in the mother womb. Sometimes it may cause death to the smoker. For this reason, an Act in this regard has been passed by the Parliament entitled. The Smoking and Using of Tobacco Products (Control) Act, 2005 which should be enforced properly by the law enforcing agencies in order to achieve the optimal target. By this Act smoking has been prohibited in some places which have been identified as public places. These places are: educational institutions, government, semi government and offices of autonomous bodies, libraries, elevators, indoor work places, hospitals and

clinic buildings, court buildings, airport buildings, sea port buildings, river port buildings, railway buildings, bus terminal buildings, ferries cinema halls covered showing place, theatre halls, shopping buildings, restaurants covered by walls, public toilets, children parks, fairs or lines of passengers waiting for public transports, other places used by the public in general or such other place or places as may be determined by the govt. or any other local govt. authority by general or special order at any time [Sec. 2(f) if the Act].

In public transport smoking is also prohibited and it includes motor car, bus, ship, launch, all kinds of mechanical public transport, aero places and other transports as determined and declared by the govt. by notification in the official gazette [Sec. 2 (g)]. Under this Act, in the smoking zone people can smoke but not in the public places and transports, and the owner, caretaker or controller or manager of a public places and transports may mark off or specify the place for smoking. Exhibition of vigilance notice is a must in the public transports and in the public places in Bangla and in English as ''Abstain from smoking, it is a punishable offence'' in one or more points outside the place, marked or specified as smoking zone and in the concerned vehicles by the owner, caretaker, manager or controller of such places or transports. Advertisement of tobacco products in print or electronic media, any book published in Bangladesh, leaflet, handbill, Poster, printed paper, bill board or sign board or in any other means are prohibited and punishment has also been prescribed for violation. Installation of automatic vending machine is also prohibited in any place in order to sell tobacco products which are a punishable offence under this Act. The provisions of this Act shall be deemed to be an addition to other laws if it is not prejudiced to these such as: The Railways Act, 1890, The Dhaka Metropolitan Police Ordinance, 1976, The Chittagong Metropolitan Police Ordinance, 1978, The Khulna Metropolitan Police Ordinance, 1985, The Rajshahi Metropolitan Police Act, 1992, The Sylhet Metropolitan Police Act, 2009, The Barisal Metropolitan Police Act, 2009 (Ahmad, 2015).

Punishments for Smoking and Advertising of Tobacco Products

Smoking Prohibited in the Public Places and in the Public Transports

If any person smokes in the public places and in the public transports he shall be punished with fine not exceeding Taka

three hundred (300/-) and for second time it will be double fine consecutively [Sec. 4(2)].

Prohibition of Advertisement of Tobacco Products

If any person advertises the tobacco products in the print and electronic media, in the cinema hall, radio and television, internet, stage celebration or in any other mass media he shall be punished with simple imprisonment which may extend to three months or with fine which may extend to Taka one lac (100,000/-) or with both and for the second time or repetition he shall be punished with double fine consecutively [Sec. 5(4) of the Act].

Prohibition of Installing Automatic Vending Machine

If any person installs any automatic vending machine in order to sell tobacco products he shall be punished with simple imprisonment which may extend to three months or with fine which may extend to Taka one lac (100,000/-) or with both and for the second time or repetition he shall be punished with double fine consecutively [Sec. 6(2)].

Prohibition against Sale of Tobacco etc. to Young People

If any person sells or gives any tobacco products to a person who is under eighteen years or appoints him in distributing or marketing of such shall be punished with fine which may extend to Taka five thousand (5000/-) and for second time or repetition shall be punished with double fine consecutively [Sec. 6A(2) of the Act].

Duties of Owner and Others of Public Place or Public Transport

If the owner, caretaker, controller or a manager of any public place or public transport fails to arrange or mark off the smoking zone then he shall be punished with fine which may extend to Taka five hundred (500/-) [Sec. 7A (2) of the act].

Exhibition of Vigilance Notice

If the owner, caretaker, controller or a manager of any public place or public transport fails to exhibit vigilance notice then he shall be punished with fine which may extend to Taka one thousand (1000/-) and for second time for double fine consecutively [Sec. 8(2) of the Act].

Using Health and other Harms Related Pictorial Warnings, etc. on Packets of Tobacco Products

Health and other harms related coloured pictorial warnings written in Bangla is must about the harmful effect of using tobacco products on the packets, wrapping, cartoon or box in both side main displaying part or packets do not have two (2) main displaying parts above main displaying part not less than fifty percent (50%) of the total area, different warnings of tobacco products etc. If anyone violates the direction given he shall be punished with simple imprisonment which may extend to six months or with fine which may extend to Taka two lac (2,00,000/-) or with both and for the second time or repetition he shall be punished with doubly consecutively [Sec. (10) of the Act].

The offences under this Act are cognizable and bailable. The magistrate of any class may take cognizance of such offences. But, no court under this Act shall take cognizance unless a complaint is made before it in writing by the authorized officer under this Act.

Key Findings

Every year 2.5 lac Bangladeshis die due to tobacco and the rate of death is twenty eight (28) per hour, according to a report of World Health Organization (WHO) that was presented in a seminar. Forty two (42%) of the country's men are addicted to tobacco while 78.8% of the male slum dwellers in Dhaka and its adjacent areas are tobacco smokers, the report added. Ninety five (95%) of the total drug addicts of the country smoke tobacco while in last five years the number of smokers has increased by twenty five (25, 00000/-) lac *(Daily Star,* 2015*)*. Women in our country are also addicted to smoking and it includes a considerable rate of the world. Every year 31st May is celebrated as the ''World No Tobacco Day'' across the globe. In 2017 the day was celebrated with the theme ''Tobacco- A threat to Development''. Zahid Maleque, state minster for Health and Family Welfare said that nearly forty (40) million people in the country are using tobacco and tobacco products. He also said 43.3% people of Bangladesh use tobacco mentioning the Global Adult Tobacco Survey conducted in 2009. The use of tobacco should be stopped as it causes serious diseases like cancer, heart disease, diabetes and asthma (*Prothom Alo*, 2017). According to WHO, Bangladesh earns from tobacco sector around tk. 2400 crore in every year, but the

country incurs loss for treatment to fatal diseases around tk. 5000 crore and the gross loss due to fatal diseases in tobacco consumption is tk. 2600 crore. World Health Organization (WHO) in 2004 conducted a study and focused on that every year tobacco kills six million people worldwide and if the current trend continues the death toll is likely to reach eight million in a year. Every year at least fifty seven thousand people die in Bangladesh from eight tobacco related diseases and the rate of tobacco use is one of the highest of the world (BSS, 2017). There are one hundred seventeen *biri* factories in our country where sixty five thousand women and children work as labourers and they are affected by serious respiratory diseases (Ahsan, 2017).

Critical Analysis

Though this Act is a milestone to stop smoking but it has some limitations. In this Act the amount of fine is not adequate as to the existing period of time to control smoking and using of tobacco products. For this reason the smokers do not obey this law and rather they have the ordinary tendency to deny it. This situation raises a question whether the Act and Rule made in this regard have the enforcement at present or not? Because, the activities of the authorized officers are not visible to the people and they are not seen to punish the smokers at the public places or transports. Someone has suggested that if the law has lacking in proper application it is better to repeal it than to exist. Someone also urge that the number of smokers is increasing day by day so what is the necessity of such law. It is also observed that the authorized officer himself addicted to smoking and used to smoking at public places and transports. So, awareness is the main problem among the people of this land. If an educated person knowing everything does wrong, then is there any difference between him and an illiterate one. But the persons addicted to smoking and tobacco products have the unwillingness to hear these words. They have different perceptions to explain the situation rather to give up it at permanent basis. They hear the opinions of others who say to avoid it, and perceive it in mind but, cannot do without it.

Recommendations

- In order to control smoking in the public place or public transport the amount Taka three hundred (300/-) should

be amended and more fine not less than one thousand should be imposed.

- Arrangement of smoking zone in the institution should be followed mandatorily to save the non smokers and children.
- To stop smoking on the road and punish the offenders mobile court activities should be visible through mass media.
- More taxes should be imposed on production, management and marketing of tobacco products.
- Family bonding and religious functions at the Mosque, Temple, Girza and such other places should be strong and motivated against smoking and using of tobacco products.
- Providing loans among the farmers by the companies should be stopped and the National Tobacco Control Cell (NTCL) and authorized officers should strictly supervise it.
- Use of women and children in the tobacco factory as labourers should be banned by the amendment in the Act.
- Persons involved in the selling and manufacturing of tobacco products should be given different opportunity of livelihood by the govt. and NGOs.
- The govt. should make law relating to distribution of agricultural land in tobacco cultivation by proper monitoring system.
- The govt. should not allow a land for tobacco cultivation consecutively more than two years, and should make rule that after once cultivation of tobacco leaves the next 5 years for different cultivation.
- Section 110(1) of the Railways Act, 1890 should be amended where the amount of fine is only twenty Taka. and more fine should be imposed.
- Section 83 of the Dhaka Metropolitan Police Ordinance, 1976 should be amended in order to increase the existing amount of fine is Taka one hundred.
- Section 85 of The Chittagong Metropolitan Police Ordinance, 1978 should be amended to increase the existing amount of fine is Taka one hundred.
- Section 86 of The Khulna Metropolitan Police Ordinance, 1985 should be amended where fine is only Taka one hundred.
- Section 86 of The Rajshahi Metropolitan Police Act, 1992 contains the amount of fine is Taka one hundred (100) that should be amended.
- Section 86 of both The Sylhet Metropolitan Police Act, 2009 and The Barisal Metropolitan Police Act, 2009

contains the provision relating to amount of fine is Taka three hundred taka. but it should be amended in order to control smoking and tobacco products.

- The govt. and the National Tobacco Control Cell (NTCC) should take extensive program to make the people aware at all stages through mass media, visible public notice and use of billboard at the focusing point.

Conclusion

Smoking and using of tobacco products though have an adverse effect on human health and environment but, this is preventable. It is noteworthy that the addicted persons have always the neglecting attitude towards this curable disease. The educated and employed persons addicted to smoking have the mental regret for this, but cannot avoid this habit due to the influence of friends and colleagues addicted to it at the place of employment. While talking with the stakeholders, it is found that people addicted to smoking like to do it together rather than smoking alone. The sellers of the tobacco products said that finding no alternative way they are doing this business and most of them are satisfied in this business. Different people have different perceptions in smoking and using of tobacco products. Among the general service holders, the addicted persons said that they know it is harmful to them and their family members never take it easily rather they (Family members) feel disturbed, but cannot give up it because of habit and influence of other smokers. The general people have a common perception that they are to take it for their own benefit though it has an adverse effect on human body they are not well known to these words. Among different authorized officers, Police officers are mainly liable as they always remain vigilant to detect and punish the offenders in the society, but, a large number of officers of the police force are addicted to smoking and even they are to smoke in the public places at the time of their official duty. Young people are mostly addicted to smoking and using of tobacco products by the instigation or influence of their friends and family members. They (young people) have different perceptions in smoking which they like to dream while smoking according to their words. So to save the human environment from being polluted and to protect all human beings the first step should be to reduce the production of tobacco products in a planned way by both the govt., members of civil society, local elected representatives and all conscious persons of the society, because it is not possible to stop or control tobacco production and smoking within a short time.

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APPENDIXES

Questionnaires

<u>Seller of Tobacco Products</u>

1. Types of selling or business of tobacco products- a) only tobacco products b) tobacco products and others

2. Nature of such business or selling:

   a) Full time b) Part- time c) occasional

3. How much time are you engaged in this business?

   a) …………year/s   b)…………month/s

4. Why have you chosen this business?

....

5. Do you know there is an Act and rules relating to smoking and tobacco products?

    a) Yes   b) No

    If answer is "Yes", then elaborate

    ……………………………………….

    If answer is "No" then inform him/ her

    ………………………………..

6. Do you know it is a punishable offence? a) Yes   b) No

7. Do you have any idea about its harmful effects on human body and environment?
    Elaborate…………………………………………………………
    ……………………………………………………………………

8. What types/ which age's people buy tobacco products from you?   a) Young people (below 18)   b) Service Holder
    c) Police   d) Doctors' or Lawyers'
    e) General people/ workers'   f) All of the above

9. How much do you earn from this business in a month?
    ……………………………… tk.

10. Are you satisfied in doing this business?
    ……………………………………………………………

    Place, time and date of data collection :

    Name of the Seller   :

    Name of the Data collector   :

General People (Not service Holders)
Smoker or non-smoker (N.B. Questions 1-3 and 8-11 for the smokers only)

1. Duration of addiction to smoking and tobacco products:

    a) ……….Year/s   b)……….Month/s

2. What is the Reason of such addiction?................................

3. When did you addict or people generally addicted to such smoking? Age………….

4. Do you know there is an Act and rules relating to smoking and tobacco products?

    a) Yes   b) No

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If answer is "Yes", then elaborate

……………………………………..

If answer is "No" then inform him/ her

……………………………….............

5. Do you know it is a punishable offence?

      a) Yes   b) No

6. Do you have any idea about its harmful effects on human body and environment?

Elaborate……………………………………………………

7. Do you have any idea about its harmful effects on human body and environment?

      a) Yes   b) No

8. How much money do you spend for smoking in a month?......................tk.

9. Where do you collect these elements of smoking?...............................

10. How do you feel being a smoker to you and your family members?

      Opinion………………….

11. Have you ever been punished for smoking? Or seen anyone to be punished?

      a) Yes   b) No

      If answer is "Yes", then elaborate……………………………………..

Place, time and date of data collection :

Name of the person   :

Name of the Data collector   :

General Service Holders
Smoker or non–smoker (N.B. Questions 1–4 and 10–13 for the smokers only)

1. Duration of addiction to smoking and tobacco products–
   a) ....Year/s   b)..........Month/s

2. What is the Reason of such addiction?
   ....

3. When did you addict or people generally addicted to such smoking? Age............

4. How do you feel being a smoker to you and your family members?

   Opinion.......................

5. Do you know there is an Act and rules relating to smoking and tobacco products?

   a) Yes   b) No

   If answer is "Yes", then elaborate
   ....

   If answer is "No" then inform him/ her
   ....

6. Do you know it is a punishable offence?

   a) Yes   b) No

7. Do you have any idea about smoking in "public place"?

   a) Yes   b) No

   If answer is "No" then inform him/ her
   ....

8. Do you know anything about "smoking zone"?

   a) Yes   b) No

   If answer is "Yes", then elaborate
   ....

   If answer is "No" then inform him/ her
   ....

9. What will you say about the harmful effects of smoking and tobacco products on environment and human health?

   Opinion..................

10. Where do you collect these elements of smoking?
....

11. How do you feel being a smoker to you and your family members? (How do you think of smoking?)
Opinion…………………….

12. How much money do you spend for smoking in a month?
.......................tk.

13. Have you ever been punished for smoking? (Have you seen any smoker to be punished?)

        a) Yes   b) No

Place, time and date of data collection   :

Name of the person with Designation   :

Name of the Data collector   :

Police
Smoker or non–smoker (N.B. Questions 1–3 and 12–13 for the smokers only)

1.   Duration of addiction to smoking and tobacco products-

        a) ……….Year/s

        b)……….Month/s

2. What is the Reason of such addiction?
....

3. When did you addict to such smoking? Age…………

4. Do you know that there is an Act and Rules relating to smoking and tobacco products?

        a) Yes   b) No

        If answer is "Yes", then elaborate
……………………………………….

        If answer is "No" then inform him/ her
…………………………………..

5. Do you know it is a punishable offence?   a) Yes   b) No

6. Do you have any idea about smoking in "public place"?

        a) Yes   b) No

If answer is "No" then inform him/her

……………………………………................

7. Do you know anything about "smoking zone"?

       a) Yes   b) No

       If answer is "Yes", then elaborate

……………………………………….......

       If answer is "No" then inform him/her

……………………………………...............

8. Do you know you have the duty to control smoking and tobacco products?

       a) Yes   b) No

9. If SI or senior, do you know you are an authorized officer under this Act?

       a) Yes   b) No

10. Do have any experience in controlling tobacco products or punishing the smokers?

       a) Yes   b) No. If answer is "Yes", then elaborate

…………….………………………………………………..

11. Is there anything contained in the DMP Ordinance, 1976 as to smoking and tobacco products?

       a) Yes   b) No

12. How much money do you spend for smoking in a month? ....tk.

13. How do you feel being a smoker to you and your family members?

      Opinion………………….

Place, time and date of data collection   :

Name of the person   :

Name of the Data collector   :

Young People
Smoker or non-smoker (N.B. Questions 1– 5 and 10 for the smokers only)

1. What is the reason of smoking? ....

2. Where do you collect these elements of smoking?
....

3. Duration of addiction to smoking and tobacco products-

a) ....Year/s   b)..........Month/s

4. How do you feel being a smoker to you and your family members?

Opinion......................

5. How much money do you spend for smoking in a month?
.......................tk.

6. Do you have any idea about smoking in "public place"?

a) Yes   b) No

7. Do you have idea as to "smoking zone"?

a) Yes   b) No

8. Do you know that there is an Act and rules relating to smoking and tobacco products?

a) Yes   b) No

If answer is "Yes", then elaborate
.................................…...........................

If answer is "No" then inform him/her
.........................…...............................…..........

9. Do you know it is a punishable offence?

a) Yes   b) No

10. Where do you collect these elements of smoking?
....

11. Have you been punished ever for smoking or seen anyone to be punished?

a) Yes   b) No

12. Do you have anything to say as to the control of smoking and tobacco products?

Opinion...........................

Place, time and date of data collection   :

Name of the person   :

Name of the Data collector   :

Climate Change and Environmental Governance: Disaster Management Policy and Efforts in Bangladesh

Banani Afrin[1]

Abstract: This analytical study is to depict and examine laws and policies of disaster management in Bangladesh with mentioning the international efforts for disaster management. The structure of Disaster Management is well decorated here. Policies and new funding streams for disaster management are emanating for Climate Change Adaptation (CCA) and Disaster Risk Reduction (DRR) in Bangladesh. From the national level to local level the duties and responsibilities are determined. It is necessary to have integrity, transparency, accountability of authorities concerned for the implementation of law and monitoring of action plans-programmes of climate change adaption and disaster risk reduction.

Keywords: Adaptation, climate change, disaster, disaster management, disaster risk reduction.

Introduction

"*Disaster Management Today, is a Machine to Alive Tomorrow*"

Disasters are a part of human race. Earthquake, cyclone, hailstorm, cloud-burst, landslide, soil erosion, snow avalanche, flood etc. are the examples of natural disasters while fire, epidemics road, air, rail accidents and leakages of chemicals/ nuclear installations etc. fall under the category of human-made disasters (albd.org.Special Report). Bangladesh has had a long experience of severe cyclone events, floods, land-slides, arsenic, tornadoes and threats of earthquakes. It is estimated that about 10 million Bangladeshi citizens are affected by one or more natural disaster annually. It is natural to face the disasters but the worrying part is the dramatic increase of the natural disasters in last some years. Without proper disaster management climate-related hazards will be more powerful and frequent. New laws, policies, plans, programmes have been enacted and initiated by the Government of Bangladesh to fight against plethora disasters. It is very necessary to know relevant national and international laws, action plan-programmes of

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adaptation and disaster risk reduction for ensuring good environmental governance in Bangladesh.

Objectives of the Study

The main objectives of this study is to examine laws and policies of disaster management in Bangladesh.

Methods of the Study

Necessary data and information have been collected from various law books, national and international law journals articles, research reports, unpublished thesis, workshop papers, policy reports, booklets, law dictionaries, legal encyclopedia, daily and periodical newspapers and magazines, relevant reports and documents published by the Government authorities, web-based reports and documents by using internet.

Definition of Used Term

Adaptation
Adaptation is the adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities (IPCC, Working Group II). It is a post disaster management.

Climate Change
"Climate change" refers to alterations of the earth's atmosphere leading to changes in the climate system and can be attributed directly or indirectly to human activity altering the composition of the global atmosphere that persists for an extended period, typically decades or longer (UNFCCC Article 1)(IPCC, Working Group II).

Disaster
Disaster means a sudden natural catastrophe that causes great damage or loss of life.

Disaster Management
Disaster Management deals with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters (Red Cross).

Disaster Risk Reduction

Disaster risk reduction (DRR) is a systematic approach taken to reduce the risk of disasters and the adverse impacts of natural hazards, through systematic efforts to analyze and manage the causes of disasters. (UNISDR, 2004)

Disaster Management in Bangladesh

Disaster Management comprises pre-disaster and post-disaster activities. For proper disaster management there has been following phases of disaster management. i.e. Mitigation/Prevention, Planning/Preparedness, Rescue/ Response, Adaptation & Recovery

Prevention and **preparedness** identifies potential risks and the actions that can be taken before a disaster event in order to reduce its impact. **Response** to a disaster event must be swift and effective to combat the disaster, to assist those affected by it and to make the area safe. While the effects of a disaster can be sudden, the **recovery** period can place significant long-term strain on a community (disaster.qld.gov).
Petra Nemcova said-

> "*We cannot stop natural disasters but we can arm ourselves with knowledge: so many lives wouldn't have to be lost if there was enough disaster preparedness.*"

Phases of disaster management help people with the knowledge and resources to save themselves from danger during disasters and adaptation stage.
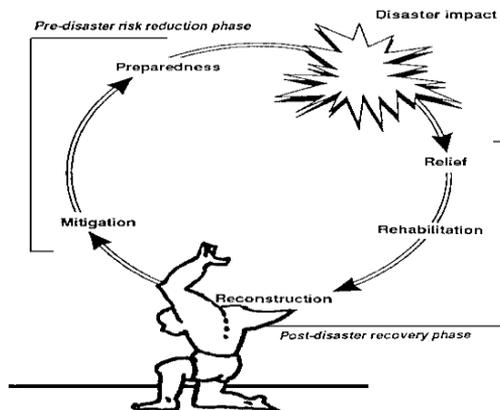

Figure-1: Phases of Disaster Management
Source: https://www.google.com/search.diagram of disaster management

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Legal and Institutional Framework for Disaster Management

Legal Framework

Disaster and Constitution of Bangladesh

The 15th amendment of the Constitution has created historical significance in this regard by inserting article 18A relating to protection and improvement of environment and bio-diversity. The State shall endeavor to protect and improve the environment and to preserve and safeguard the natural resources, bio-diversity, wetlands, forests and wild life to the present and future citizens. There is no specific or direct notification regarding Disaster Management and the people's rights during the disaster, pre-disaster and post-disaster management in this article or in any other article of this Constitution. But through a common understanding it depicts us that the disaster prone people are more sensible to enjoy their basic fundamental rights like normal situation.

Standing Order on Disaster (SOD)

The SOD was first issued in 1997 and draft was approved in 2010 .The SOD has been revised with the objective of making the concerned persons understand and perform their duties and responsibilities regarding disaster management at all levels.

Disaster Management Act (DMA), 2012

The Act was approved by the Parliament on September 2012 (Act no 34 of 2012, in total 60 sections & 1 Schedule) after a long collective efforts. The objectives of the Act are substantial reduction of the overall risks of disasters to an acceptable level with appropriate risk reduction interventions; effective implementation of post disaster emergency response; rehabilitation and recovery measures; provision of emergency humanitarian assistance to the most vulnerable community people; strengthening of institutional capacity for effective coordination of disaster management involving government and NGOs, and establishing disaster management system capable of dealing with all hazard for the country. There are two separate disaster management fund under this Act namely 'National Disaster Management Fund' and 'District Disaster Management Fund'.

Punishment Provision under DMA

If anybody illegally intimidates, insults, disgraces any officer or person assigned with power or engaged in duties of disaster management or impede to disaster management tasks then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 1 (one) year rigorous imprisonment or not more than taka 1 (one) lac fine or both punishment [S. 36(1)] and if tries then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 6 (six) months of rigorous imprisonment or not more than taka 50 (fifty) thousand fine or both punishment [S. 36(2)].

If anybody deliberately disobeys or deliberately does not comply with the directives given by the government, National Disaster Response Coordination Group or District Disaster Response Coordination Group, then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 1 (one) year rigorous imprisonment or not more than taka 1 (one) lac fine or both punishment (S. 38).

If any individual or organization presents any false, untrue or baseless claim to get aid or facility from disaster management program running under this Act, then it is to be considered that the person committed the offense under this Act and he/she would be punished for this offense for not more than 1 (one) year rigorous imprisonment or not more than taka 1 (one) lac fine or both punishment (S. 38).

If anybody assigned for management or to control resources to be used for disaster management tasks misuse those resources or use for his own interest or instigate some other to misuse or use for own interest, then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 1 (one) year rigorous imprisonment or not more than taka 1 (one) lac fine or both punishment (S. 39).

If anybody increases or creates cause to increase value of essential items to earn illegal profit in disaster area, then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 1 (one) year rigorous imprisonment or not more than taka 1 (one) lac fine or both punishment (S. 40).

If anybody deliberately for own interest or with negligence creates salinity or flood in any area or impedes ongoing functions of sluice gate or commit damage to it or create obstacle to water flow or cause any loss to life and assets through creating disaster situation by damaging embankment or cutting the embankment or take effort or give assistance for such occurrence, then it is to be considered that the person committed the offense under this Act and he would be punished for this offense for not more than 3 (three) years but at least 1 (one) year rigorous imprisonment or not more than taka 2 (two) lac fine or both punishment (S. 41).

If anybody disobeys or assists to disobey the order given under section 34, then it is to be considered that he committed the offense under this Act and he would be punished for this offense to pay not more than taka 5 (five) lac as fine (S. 42).
If anybody disobeys the emergency directives, should be read with section 35, on disaster management mentioned in the schedule or do not take necessary steps according to those directives, then it is to be considered that he committed offense under this Act and he would be punished for this offense for not more than taka 5 (five) lac as fine and if unrealized would be penalized for non-rigorous jail term for not more than 3 (three) months (S. 43).

If any government employee failed to accomplish any duty or breach any rule under this Act and rule formulated under it, he would be responsible for such failure or breach, if he cannot prove that such failure or, in case, breach has occurred without his knowledge or he become unsuccessful while trying best to prevent such failure or breach [S. 44(1)]. If any government employee is accused of any failure or breach as mentioned in clause (1), he would be indicted for offence of breaching code of conduct and discipline applicable for government officers and employees and for this reason departmental disciplinary action should be taken against him [S. 44(2)]. No Court would take into cognizance any litigation against any individual under this Act for prosecution without a written allegation by the Deputy Commissioner or representative given power on behalf of him (S. 45). All offenses under this Act would be considered as non- cognizable, bail able and non-compromising (S. 46).

Rules of Code of Criminal Procedure, 1898 (Act V of 1898) would be applicable to file allegation, investigation, prosecution and appeal of any offense under this Act (S. 47). Whatever is mentioned differently in this Act, the offences occurred under section 43 would be prosecuted according to Mobile Court Act,

2009 (S. 48). Any person deliberately or with negligence occurred any such devastation to the environment by any action without taking proper protective measure which create cause for any disaster and as a result loss incurred to life, assets resources, establishment or trade-commerce of any individual or firm, then affected person or firm may file a litigation to proper court to realize compensation from that person or firm [S. 49(1)]. Rules of Code of Civil Procedure, 1908 is applicable to conduct litigation to realize compensation under this section [S. 49(2)]. If any compensation litigation is filed under this act the court may give order to pay equivalent to actual damage considering witness and evidences or on court's consideration an appropriate sum of money as compensation [S. 49(3)]. Whatever is mentioned in Evidence Act, 1872 if anybody involved with disaster management or any member of law enforcing agencies or any other person record or take video or still picture or record any talks or discussion on tape recorder or disk about occurrence of offense or damage or preparation of occurrence or assistance to occurrence, then those video, still picture, tape or disk would be acceptable as evidence during prosecution of litigation concerned to above mentioned offence or damage (S. 50).

The Disaster Management Act of Bangladesh allows a person or organization negatively affected by a disaster to sue for compensation from a person or organization responsible for such disaster before a competent court in accordance with the Civil Procedure Code and the court will determine the amount of compensation to be paid and pass the order on accordingly. This provision needs to be elaborated and further rules or guidelines adopted on the assessment of loss and damage, determination of compensation, and liability for related loss and damage and linked with the aforementioned disaster management fund. The Act has been adopted very recently and needs to be applied in practice through the suggested institutional arrangements.

National Disaster Management Policy (NDMP), 2015

The government of Bangladesh introduced NDMP in 2015 aiming to bring paradigm shift in DM from conventional response and relief practice to a more comprehensive risk reduction culture. The overall objective is to strengthen the capacity of the Bangladesh Disaster Management system to reduce unacceptable risk and improve response and recovery management at all level.

Mobile Court Act, 2009

The disaster management issues have been addressed in the Act. The Magistrate can try a person if the culpability falls under the offences specified in the schedule of the act [S. 6 (1)].

The Policy Guideline of management of the dead after disaster–2016

Understanding the importance of professional and dignified handling of the dead, the Ministry of Disaster Management and Relief (MoDMR) has published a set of directives, ''Policy Guideline of Management of the Dead after Disasters -2016'', with the support of the International Committee of the Red Cross (ICRC). These guidelines seek to safeguard the dignity of the deceased, contribute to restoring their identities, return them to their families, ensure respectful burial of their remains and help to reduce the suffering of communities traumatized by disaster events (Ikhtiyar Aslanov, 2016)

Disaster Risk Reduction and Disaster Management Cohesion with Other laws

Besides the Disaster Management Act 2012 there are some laws which have cohesion with disaster risk reduction and disaster management.

i. Laws, conducive to disaster risk reduction
Forest Act, 1927; Bangladesh Environment Conservation Act, 1995; Natural Water Reservoir Conservation Act, 2000; Bangladesh Water Act 2013.

ii. Laws, conducive to reduce water logging to prevent manmade disaster
The Embankment and Drainage Act 1952; Water Supply and Sewerage Authority (WASA) Act 1996.

iii. The following mentioned laws are conducive to minimize loss and damages of disaster like earthquake and other disasters
Bangladesh National Building Code, 1993 (amended 2006); The Building Construction Act, 1952; Fire Prevention Act, 2003; Local Government (Pourashava) Ordinance, 2010; Local Government (City Corporation) Ordinance, 2011.

iv. Laws conducive to manmade disaster related to industries and to minimize the loss and damages the precise implementation of following acts are very necessary
Civil Defense Act, 1952; Fire Service Rules, 1961; Bangladesh Labor Code, 2006; Industry Act, 1965.

v. Right to information Act, 2009
The affected and mass people have right to information and that has been ensured through the enactment of this Act. The disaster prone people now have more facilities to know about pre-disaster and post-disaster management by the grace of digitalization of Bangladesh.

Institutional Framework

Ministry of Disaster Management and Relief (MoDMR)
In 1972, there were two different ministries -Ministry of Relief and Rehabilitation, and Ministry of Food. In 1982, the two ministries were amalgamated as Ministry of Food consisting with two divisions-Divisions of Food and Division of Relief and Rehabilitation. In 1988, Division of Relief and Rehabilitation turned into Ministry of Relief. In 1994, the name of the Ministry of Relief was changed and named as Ministry of Disaster Management and Relief. Ministry of Disaster Management and Relief and Ministry of Food amalgamated as Ministry of Food and Disaster Management in 2004. It was further divided as two divisions as Food Division and Division of Disaster Management and Relief under the Ministry of Food and Disaster Management in 2009.

Department of Disaster Management (DDM)
Under enactment of the DMA 2012, the government set up the Department of Disaster Management (DDM) (S.7). The DDM has the mandate to implement the objectives of DMA, 2012 by reducing the overall vulnerability from different impacts of disaster by undertaking risk reduction activities; conducting humanitarian assistance programs

National Disaster Management Council (NDMC)
NDMC is headed by the Prime Minister to formulate and review the disaster management policies and issue directives. There are 41 members [The Prime Minister is the Chairperson of the Council)] [S. 4 (2)], at least one meeting of the council every year must be held [S. 5 (3)]. The Council provides strategic guidelines concerned with policies and plans about disaster management [S. 6(1) a]   and necessary guidelines to all

concern about law, policy and plan implementation on disaster management [S.6 (1) b]. Council reviews the method of existing disaster risk reduction and emergency response programs and provides strategic guidelines for its revision, correction and change after evaluation [S. 6(1) c].

National Disaster Response Coordination Group (NDRCG)

A National Disaster Response Coordination Group has been formed consisting of 13 members[Minister of the Food and Disaster Management Ministry is the Chairman, Minister of-Local Government Rural Development and Cooperatives Ministry, Principal Staff Officer of Armed Forces Division; Secretary of Finance Division, Home Ministry, Information Ministry, Health and Family Welfare Ministry, Post and Telecommunication Ministry, Water Resources Ministry, Education Ministry, Shipping Ministry, Implementation Monitoring and Evaluation Division, Disaster Management and Relief Division] to conduct the response program well organized and effective during large scale disaster chaired by Minister in charge of Food and Disaster Management ministry.

National Level Bodies

The national level disaster management bodies are as following:

Inter–Ministerial Disaster Management Co-ordination Committee (IMDMCC)

IMDMCC is headed by the Minister for Food and Disaster Management to implement disaster management policies and decision of NDMC/Government [S. 17(1) (a)].

National Disaster Management Advisory Committee (NDMAC)

NDMAC is headed by an experienced person nominated by the prime minister.

Disaster Management Training and Public awareness Building Task Force (DMTATF)

DMTATF is headed by the Director General of Disaster Management Bureau (DMB) to co-ordinate disaster related training and public awareness activities of the government, NGOs and other organizations.

Focal Point Operation Coordination Group of Disaster Management (FPOCG)

FPOCG is headed by the Director General of DMB to review and co-ordinate the activities of various departments and agencies working on disaster management and also a review the contingency plan prepared by the relevant departments.

NGO Coordination Committee on Disaster Management (NGOCC)

NGOCC is headed by the Director General of the DMB to review and co-ordinate the activities of NGOs working on disaster management.

Committee for Speedy, Dissemination of Disaster Related Warning/Signals: Committee for Speedy, Dissemination of Disaster Related Warning/Signals is headed by the Director General of the DMB to examine, ensure and identify the ways and means for speedy dissemination of warnings and signals to the population so that they can be aware of the situation and take proper arrangement to survive during disaster.

Sub-National level bodies

The sub-national disaster management bodies are as following:

District Disaster Management Committee (DDMC)

DDMC is headed by the Deputy Commission (DC) to co-ordinate and review the disaster management activities at district level [Section 18(1) (b) of DMA, 2012].

Upazilla Disaster Management Committee (UzDMC)

Upazilla Disaster Management Committee is headed by Upazilla Nirbahi Officer (UNO) to co-ordinate and review the disaster management activities in the upazilla level [Section 18(1) (c) of DMA, 2012].

Union Disaster Management Committee (UDMC)
UDMC is headed by the Chairman of the Union Parishad to co-ordinate, review and implement the disaster management activities of the Union concerned [Section 18(1) (e) of DMA, 2012].

Pourashava Disaster Management Committee (PDMC)

PDMC is headed by the chairman of Paurashava (municipality) to co-ordinate, review and implement the disaster management activities within area of jurisdiction [Section 18(1) (d) of DMA, 2012].

City Corporation Disaster Management Committee

City Corporation Disaster Management Committee is headed by the Mayor of City Corporation to co-ordinate, review and implements the disaster management activities within area of jurisdiction (albd.org).

Figure-2: Institutional Framework
Source: https://www.scribd.com/doc/62262241/Disaster-Management-in-Bangladesh-Presentation

Disaster Management and Development Plans and Programs Taken by Government of Bangladesh

Bangladesh is in the midst of rapid change spurred by urbanization and climate change, where the nature of disaster risk is also changing. There is thus the need to regularly update and re-formulate disaster management plans not only to adapt

to the changing circumstances, but to also utilize the opportunities offered by new technologies and global linkages.

National Plan for Disaster Management

To fulfill the objectives of Disaster Management Act, the government has formulated a National Disaster Management Plan (S. 20 of DMA, 2012) for a period time.

NPDM (2010-2015)

NPDM 2010-2015 was the first policy planning document of its kind and an outcome of the national and international commitments of the Government of Bangladesh (GoB) and the Disaster Management and Relief Division (DM&RD) for addressing the disaster risks in the country comprehensively. The plan reflects the basic principles of the SAARC Framework on Disaster Management. NPDM 2010-2015 was developed on the basis of the GoB Vision and MoFDM mission to reduce vulnerability, particularly of the poor, to the effects of natural, environmental and human-induced hazards to a manageable and acceptable humanitarian level by: (a) Bringing a paradigm shift in disaster management from conventional response and relief practice to a more comprehensive risk reduction culture; and (b) Strengthening the capacity of the Bangladesh disaster management system in improving the response and recovery management at all levels. The key focus of NPDM 2010-2015 was to establish institutional accountability in preparing and implementing disaster management plans at different levels of the country. The National Plan for Disaster Management (NPDM 2016-2020) is the successor to the previous 5-year National Plan for Disaster Management (NPDM 2010-2015).

NPDM (2016-2020)

NPDM 2016-2020 is designed to support the government of Bangladesh's target to become a middle income country by 2021 and a developed country in 2041.

Comprehensive Disaster Management Programme (CDMP)

Ministry of Food and Disaster Management launched the Comprehensive Disaster Management Programme (CDMP) in partnership with DFID and UNDP in 2003. It supports significant policy and planning reforms, shifting the focus of disaster management from response to comprehensive risk

reduction. The Programme has rolled out in two stages. Seven particularly vulnerable districts – Cox's Bazar, Faridpur, Lalmonirhat, Rajshahi, Shatkhira, Shirajgonj and Sunamgonj – were pilots for phase I. Remarkably the success of the Programme's partnership mobilization efforts has covered 32 of the total 64 districts in the first four years. In the second phase the Programme will extend to other districts. Phase I of the initiative, due to conclude in December 2009, aims to improve Bangladesh's disaster management system's ability to reduce unacceptable risks and improve response and recovery activities (unops.org.factsheet). CDMP II (2010-2014) is a vertical and horizontal expansion of its Phase I activities. CDMP II offers an outstanding opportunity to improve linkages with, and synergies between, disaster risk reduction and adaptation to climate change (unops.org.factsheet).
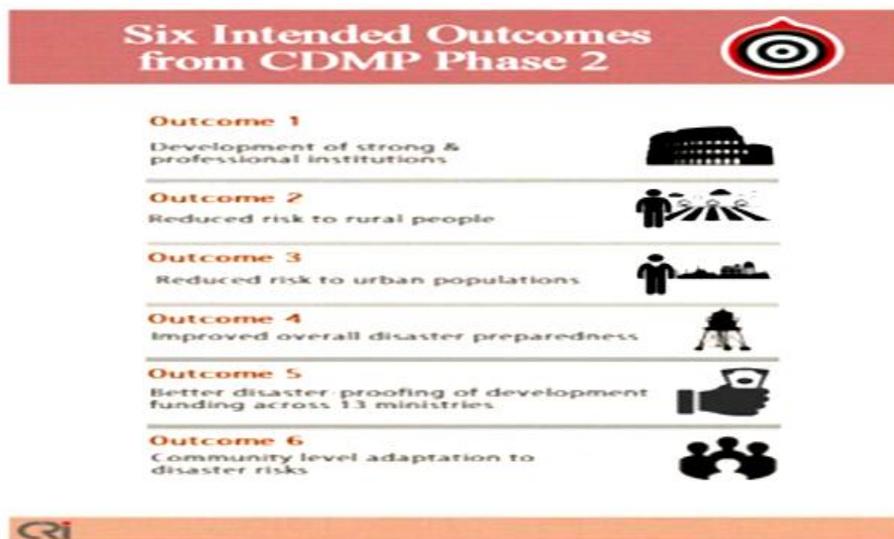

Figure-3: Six intended outcomes from CDMP phase 2
Source: Centre for Research and Information (CRI) (unops.org.Factsheets)

National Adaptation Programme of Action (NAPA)

The National Adaptation Programme of Action (NAPA) for Bangladesh has been prepared by the Ministry of Environment and Forest (MOEF), Government of the People's Republic of Bangladesh as a response to the decision of the Seventh Session of the Conference of the Parties (COP7) of the United Nations Framework Convention on Climate Change (UNFCCC). Bangladesh prepared NAPA in 2005. NAPA identified 15 priority projects (unfccc.int/resource/docs/napa/Bangladesh). The basic approach to NAPA preparation was along with the

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sustainable development goals and objectives of the country where it has recognized necessity of addressing environmental issue and natural resource management with the participation of stakeholders (GOB 2005, undp.org).

NAP (National Adaptation Plan)

NAP was to provide assistance in national adaptation programs of action (NAPA) for developing countries. NAP roadmap was finalized in 5 January 2015.The United Nations Framework Convention on Climate Change (UNFCCC) introduced the National Adaptation Plan (NAP) under the Cancun Adaptation Framework (CAF) in 2010.Its aim was to provide assistance in national adaptation programs of action (NAPA) for developing countries. Bangladesh has already initiated the NAP process with funding support of around US$2.66 million from the GCF and it is expected to be finalized by 2018 (supra note).

Bangladesh Climate Change Strategy and Action Plan (BCCSAP) 2009

The Bangladesh Climate Change Strategy and Action Plan 2009 sets out 44 programmes to be taken by Bangladesh over the short, medium and long term within six strategic areas(1.Food security 2.social protection and health 3.Comprehensive disaster management Infrastructure 4.Research and knowledge management 5.Mitigation and low carbon development 6.Capacity building and institutional strengthening). A common theme throughout of all of these strategic areas is the focus on the poor and vulnerable and in particular women and children. All programmes are expected to provide synergies with the government's Vision 2021 (bcct.gov.bd). The government is committed to protect the countrymen from the hazards induced by climate change. To meet this end, the government is employing its earnest efforts in proper utilization of Climate Change Trust Fund as well as mobilizing finance from external sources.

Bangladesh Climate Change Trust Fund (BCCTF)

Under the framework of Climate Change Trust Act, 2010, Bangladesh Climate Change Trust (BCCT) was constituted. Under the Act Bangladesh Climate Change Trust Fund was established to implement various adaptation and mitigation (disaster risk reduction) activities of government. To implement various adaptation and mitigation activities government established Bangladesh Climate Change Trust Fund with own

resources. Over the last 6 years (till December 2016) government allocated 385 million US$ to the fund. So far 385 projects have been undertaken; 287 projects are being implemented by the government agencies, 63 projects are being implemented by NGOs. Total 129 projects have already been completed-86 government projects, 43 NGOs projects. Since 2009-10 up to the current 2016-17 fiscal year, a total of BDT 3100 (three thousand) crore has been allocated to BCCTF.The Government allocated BDT 3100 crore (US$ 400 million approximately) to CCTF during the last seven fiscal years. As per Climate Change Trust Act, 2010, a maximum of 66% of the allocated amount as well as the interests accrued on the remaining 34% kept as fixed deposit can be allocated to CCTF projects. Since 2009-10 up to the current 2016-17 fiscal year, a total of 3100 (Three thousand one hundred) crore taka has been allocated to Bangladesh Climate Change Trust Fund. As of December 2016, 472 projects have been undertaken with an estimated cost of approximately 2630.48 crore taka. As of December 2016, 191 (Govt.134 and NGO-57) projects have been completed (bcct.gov.bd).

Table-1: Allocated Budget

Sl no.	Fiscal Year	Allocated Amount (in crore Taka)
1.	2009-2010	700.00
2.	2010-2011	700.00
3.	2011-2012	700.00
4.	2012-2013	400.00
5.	2013-2014	200.00
6.	2014-2015	200.00
7.	2015-2016	100.00
8.	2016-2017	100.00

Source: http://www.bcct.gov.bd/index.php/trust-fund

The Bangladesh Climate Change Resilience Fund (BCCRF)

The GoB created the Bangladesh Climate Change Resilience Fund (BCCRF), originally called the Multi-Donor Trust Fund, in 2009 to implement the six pillars identified in the BCCSAP. This fund became operational in 2010. The purpose of the BCCRF is to provide funding for climate change projects, primarily on adaptation but also mitigation, being implemented by both government agencies and NGOs. In total 90 percent of

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the allocated funds will be utilized for government projects and the remaining 10 percent for the implementation of NGO-led projects. The BCCRF has a two-tier governance system consisting of a governing council and a management committee. This Fund is envisaged for adaptation measures and is not explicitly mandated to cover loss and damage though will carry out projects in line with the goals of the BCCSAP. BCCRF could not provide compensation for actual losses and damages – either financially or through in kind provisions. (BCCRF-Operational Manual)

The Strategic Programme for Climate Resilience (SPRC) Bangladesh

The Strategic Programme for Climate Resilience (SPCR) is a component of the World Bank's multi-country Pilot Programme for Climate Resilience (PPCR). An amount of USD 110 million, in the form of grants (USD 50 million) and concessionary loans (USD 60 million) from multilateral development banks (MDBs), was approved in October 2010 for piloting adaptation activities in climate vulnerable areas and mainstreaming climate resilience in policies at different levels in Bangladesh.(Merylyn Hedger, 2011) The SPCR has three thematic areas (1. Promoting climate resilient agriculture and food security; 2. Coastal embankments improvement and a forestation and 3. Coastal climate resilient water supply, sanitation and infrastructure improvement) for investment. In addition there are two areas (1. Climate change capacity building and knowledge management and 2. Feasibility study for a pilot program for climate resilient housing in the coastal region) for technical assistance.

NGO and Disaster Management

Bangladesh Disaster Preparedness Centre (BDPC) is the only National NGO in Bangladesh which is accredited by ISDR to participate at GPDRR and make official statement at the Plenary Session. ISDR is a system of partnership. The overall objective of the ISDR Partnership is to generate and support a global disaster risk reduction movement to reduce risk of disasters. BDPC has many publications like booklet, handbook and poster to make aware of the people about the disaster risk reduction and disaster management. BDPC is advocating sustainable disaster risk reduction through empowering the dis-advantaged communities in developing countries for establishment of their rights to survive. Bangladesh Disaster Preparedness Centre has successfully participated in all the

sessions of Global Platform for Disaster Risk Reduction (GPDRR). The goal of GPDRR is to improve performance of disaster risk reduction through better communication and coordination amongst stakeholders (bdpc.org.bd).

International Framework
Government Services Director at the United Kingdom's, Mr. Phil Evans said-

> *"It's clear that climate change is going to have dramatic consequences for disaster risk reduction, particularly for poorer countries."*

UNFCCC, 1992

The United Nations Framework Convention on Climate Change (UNFCCC) is an international environmental treaty adopted on May 9, 1992 and came into force on 21 March 1994. 197 countries have ratified the Convention aiming to reduce human-generated greenhouse gas emissions over time to keep the global average temperature rise below two degrees with many objectives for disaster risk reduction.

KYOTO PROTOCOL, 1997

The Kyoto protocol is an international agreement with a view to implement the objective of the UNFCCC by imposing limits on emissions of carbon dioxide and other gases, was negotiated in the Japanese city of Kyoto in 1997 and ratified by 140 nations (Guardian,2005). The Kyoto Protocol has had two commitment periods, 2008-2012 & 2013-2020.

PARIS AGREEMENT, 2015
(Adaptation –Article 7 of Paris Agreement)

Para 45 of decision 1/COP.21: Request the parties to strengthen regional cooperation on adaptation where appropriate and where necessary ,establish regional centres and networks, in particular in developing countries

Para 47 of decision 1/cop.21: Further requests the Green Climate Fund to expedite support for the least developed countries and other developing country parties for the formulation of National Adaptation Plan and for the subsequent implementation of policies projects and programmes identified by them.

(Loss and Damage –Article 8 of Paris Agreement)

Parties should enhance understanding action and support on loss and damage on cooperative and facilitative way basically in developing countries on the following areas:

> i) Early warning systems
> ii) Emergency preparedness
> iii) Comprehensive risk assessment and
> iv) Management and risk insurances

United Nations Office for Disaster Risk Reduction (UNISDR)

The United Nations Office for Disaster Risk Reduction was created in December 1999. The successor to the secretariat of the International Decade for Natural Disaster Reduction, it was established to ensure the implementation of the International Strategy for Disaster Reduction (General Assembly (GA) resolution 54/219,2000). UNISDR is led by the Special Representative of the Secretary-General for Disaster Risk Reduction. UNISDR's vision is anchored on the four priorities for action set out in the Sendai Framework for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction. (unisdr.org/archive)

World Conference on Disaster Risk Reduction (WCFCC)

The World Conference on Disaster Risk Reduction is a series of United Nations conferences focusing on disaster and climate risk management in the context of sustainable development. (Hosted by Japan: in Yokohama in 1994, in Kobe in 2005 and in Sendai in 2015)

Yokohama Strategy

The First World Conference on Natural Disasters in Yokohama, Japan from 23 to 27 May 1994 adopted the Yokohama Strategy for a Safer World: Guidelines for Natural Disaster Prevention, Preparedness and Mitigation and its Plan of Action, endorsed by the UN General Assembly in 1994.

Hyogo Framework for Action (HFA)

The Hyogo Framework for Action (2005–2015), Building the Resilience of Nations and Communities to Disasters was an outcome of the 2005 conference. The Hyogo Framework of Action (HFA) was the first plan to explain, describe and detail the work required from all different sectors and actors to reduce disaster losses.

Sendai Framework

HFA was replaced by the Sendai Framework for Disaster Risk Reduction 2015-2030 ("the Sendai Framework"), at the Third United Nations World Conference on Disaster Risk Reduction.

SAARC Comprehensive Disaster Management

South Asian Association for Regional Cooperation (SAARC) developed a Comprehensive Framework on Disaster Management and Disaster Prevention in 2005 and established a number of SAARC centers, chiefly the SAARC Centre for Disaster Management and Preparedness (SDMC) to implement the framework, Recurring disasters pose a great development challenge for all SAARC countries.

Conclusion

From the above perusal it is depicted that Bangladesh has sufficient legal efforts and institutional framework for disaster management. Now it is necessary the collaboration from national to local level, NGOs and Government's institution for DRR and CCA. It is inevitable to engage mass people in DRR project and to enhance observation and monitoring from the upper level with an essence of corruption free activities. The monitoring system and proper implementation of law should be increased for ensuring proper disaster management as well good environmental governance in Bangladesh. It is used to say that "Disaster Management is Like Breathing, If I Don't, I will Die."

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BOOK REVIEW

Regional Integration in South Asia: Essays in Honour of Dr. M. Rahmatullah, edited by Prabir De and Mustafizur Rahman. New Delhi: KW Publishers Pvt Ltd, 2017. 268 Pages. Price: 800 INR. ISBN: 978-93-86288-14-1.

Reviewed by Md Mamin Ullah[1]
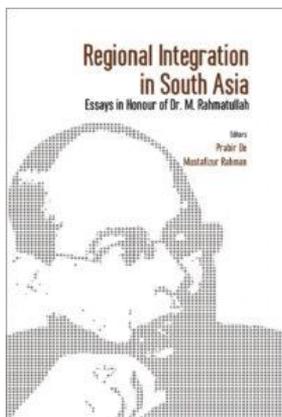
South Asia is one of the most dynamic economic regions in the world. Despite robust economic growth in recent years, intra-regional trade accounts for only 5 percent of total trade in South Asia. As for example, according to trade experts FTA (Free Trade Agreement) the implementation, to be completed within 2019, inter-BIMSTE 7 countries, trade grow upto $ 240 billion from the existing limited size 07 $ 40 billion only. Historical political tensions, trust deficit, cross-border conflicts and security concerns contribute to a low-level regional integration in this region. South Asia is thus a least-integrated region in the world (World Bank, 2017). Recognizing the significance of regional cooperation in ushering prosperity in the South Asia region, Dr. M. Rahmatullah had relentlessly championed the cause of multimodal connectivity in this region. His dedication and contribution to economics, especially in the field of regional integration in South Asia, is immense and praiseworthy. The book under review is dedicated to this reputed economist especially the regional and transport economy. This book presents a diverse range of issues

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pertaining to regional integration in South Asia along with an assessment of policy priorities, implementation imperatives, and emerging challenges in this regard.

South Asia is the strategic location for global trade dew to few geographic barriers, short distances between cities, and consistent economic growth. Accordingly, regional cooperation and connectivity have become essential for South Asian countries. An integrated economic region is now the dreams of 1.7 billion South Asian people. Considering the importance and potentiality of economic development through regional cooperation and connectivity, a book examining different dimensions of regional integration in South Asia is badly needed. This book has fulfilled this need to a large extent. This book is critical due to its unique features of the cross-cutting issues of trade and connectivity in South Asia region. The book has accomplished its stated purpose to a large extent. It is, therefore, a valuable reference source for policymakers, academics, researchers, and interested readers.

This book is jointly edited by Prabir De and Mustafizur Rahman who are the two renowned economists in South Asia. Enriched with vast experience and academic knowledge, Parbir De is now the coordinator of ASEAN-India Centre (AIC).

Mustafizur Rahman, on the other hand, is the distinguished fellow of Centre for Policy Dialogue (CPD), the leading civil society think tank in Bangladesh. In addition to having Ph.D. degree from Moscow State University, Professor Rahman was a Visiting Post-Doctoral Fellow at Oxford University and Warwick University, UK and a Senior Fulbright Fellow at Yale University, USA. The editors' vast experience and sound academic careers have thus increased the credibility of this book.

Being a faculty of Management Studies and an interested reader and researcher in International Management, I felt special interest in reading and reviewing this book entitled *Regional Integration in South Asia: Essays in Honour of Dr. M. Rahmatullah*.

Of course, the content of the book covers writing many interesting information on this burgeoning issue, but those have been escaped by the reviewer to keep the size of review to limited pages.

The book is divided into twelve chapters contributed by the scholars from different fields and countries along with a long foreword section by Professor RehmanSobhan remembering the life-long contribution of Dr. M. Rahmatullah in promoting connectivity across South Asia. Both the editors have put forward the introductory chapter focusing on the untapped trade potentiality in South Asia and the associated obstacles that stand in the way of reaching this true potential.

In chapter 2, Kathuria and Shahid, examined the intra-regional trade and sources of FDI inflows in South Asia. The authors critically reviewed the obstacles towards regional integration and then proposed a several initiatives with a graphical depiction (p. 11). The graphic description Centre record the Goals: Boosting intra-regional trade to $ 100 billion from its current level of $ 28 billion. It means untapped potentiality will be increasing upto almost 4 times.

In explaining the obstacles, the authors said that:

> Overall trade regimes in South Asian countries are very restrictive. They are even more restrictive when it comes to trading with each other. (p. 9)

The chapter is concluded with several proposals for effective South Asian regional integration including a uniform customs union, strengthening SAFTA, moving towards a common external tariff, and encouraging regional value chains. However, the cited references were not properly listed (p. 33). The list of references is vague and inadequate.

Chapter 3, written by Regmi, analyzes the regional transport networks in Asia. The present status of Asian Highway and Trans-Asian Railway were critically reviewed along with a useful map showing the missing links in the Trans-Asian Railway network (p. 41). Several policy options for cross-border transport facilitation were recommended at the end of the chapter remarking the following observation.

> Improving regional transport networks and bridging the infrastructure gap is a complex and challenging task that will continue to require the active involvement of the all the stakeholders and development partners. (p. 48)

Although the title of the chapter implies the total regional transport networks in Asia, the contents are limited to road and railway networks. Sea network is not covered in the chapter.

Chapter 4, written by Moazzem, elaborated the cross-border connectivity initiatives with adequate evidence. The author stressed the importance for reviewing the progress of various cross-border projects under broader regional connectivity framework in South Asia. Lack of statistical evidence is the main backdrop of this chapter. The discussions in this chapter are supported with maps only. Rahamn, Sidduique, and Saha stated the importance of regional motor vehicle agreements for trade facilitation in South Asia in chapter 5. Majority of the contents of this chapter was copied from *Towards Regional Integration in South Asia: Promoting Trade Facilitation and Connectivity*. Self-plagiarism is thus clearly evident to a large extent.

However, an assessment of Bangladesh-India bilateral MVA was presented with expertise followed by a detail discussion in this regard in chapter 6 contributed by De. Chapter 7, written by Ahmed and Shabbir, deals with Afghanistan's trade and transit cooperation with Pakistan based on a firm-level survey. Based on the findings of the study, the authors emphasized for coherent diplomatic and economic foreign policy approaches in both Afghanistan and Pakistan. Although the study is supported with an adequate methodology, survey results and findings are not up to the mark. In addition, poor referencing is clearly observed.

Nepal is a landlocked country having potential for both regional and global integration. Rajkarnikar reviewed the recent developments in Nepal's trade logistics in chapter 8. Logistics inefficiencies are a primary source of trade cost (Arvis et al., 2014). Intra-regional trade cost for South Asia is greater than inter-regional trade cost (De, 2014). The chapter is concluded with a list of reasons behind inadequate and inefficient trade logistics in Nepal. However, regional implication section seems vague and inadequate.

Chapter 9, written by Yunus, deals with the prospects and challenges of regional transit through Bangladesh. This chapter reveals that Bangladesh should negotiate regional and sub - regional agreements in order to derive the anticipated benefits from transit corridors. Chapter 10, contributed by Mukherji and Behera, exhibits the implications of Pakistan's trade normalization with India. The authors analyzed the trends of India-Pakistan trade (p. 202) along with some anomalies in

negative list approach between these two countries (p. 205). Although this chapter is a valuable contribution to portray the India-Pakistan trade, the adopted methodology is ambiguous along with the poor referencing to a large extent.

Bangladesh and India has huge potential to trade with Myanmar. Northeast India, Bangladesh, and Myanmar are surrounded by the fastest growing economic areas in the world, especially ASEAN, India, and China. The authors observed that:

> Bangladesh-Myanmar bilateral trade dropped by almost half in the main trade centers of Sittwe and Maungdawin caused by the Rakhine-Rohingya conflict. (p. 226)

In chapter 11, Iyengar analyzed India and Bangladesh connectivity. However, the chapter seems less structured and sources were cited with inadequate references. The methodological section is absent that raises the question of the validity of the study. Bhattacharya and Rezbana, in chapter 12, discussed about the Sustainable development Goals and outlined the role new role for SAARC in this regard.

Although this chapter provides a significant number of policy options to strengthen SAARC to attain the SDGs, especially SDG 16, more discussion should have been incorporated along with statistical evidence. Since the early 2000s, a significant number of books have been published on regional cooperation and connectivity in South Asia (e.g., Ahmed, 2014; Dossani et al., 2010; Rasul, 2009; Rahman et al., 2012; Rahmatullah, 2009, 2012; Raihan, 2011; and Razzaque&Basnett, 2014). Despite the abundant number of books on regional integration, this book is critical for bringing the different dimensions of regional cooperation and connectivity into light with evidence. Unlike other books, this book has incorporated bi-lateral and country specific study along with regional and sub-regional integration.

The book is focused on current debates and discussions of regional cooperation in South Asia. It is written with expertise exerting valuable implications at both country and regional levels. The articles have been arranged or organised in a pragmative way two editors. The early Chapters deal with introduction and general issues. The later chapters deal with country specific problems. It helps readers for easy grasping the whole issues. The book is organized and well-printed along with an attractive binding. The authors and editors showed their

caliber in presenting the consistent discussions throughout the book.

Although the book is little bit bulky to carry around, its various chapters reinforce its larger argument.The language of the book is simple and technical to some extent. The discussions in most of the chapters are supported with adequate illustrations, maps, boxes, and figures. The book is informative and solidly grounded with theories and evidence.

Although this book is a valuable contribution to the field of regional integration, some backdrops are clearly observed. The book is somewhat technical and some words are not commonly known to the new readers. There should have been a list of acronyms at the beginning of the book. Sources were not properly cited and referencing styles are not unique throughout the book. Index is a core part of a book. It is absent in this book. The flows of discussions in some chapters are not consistent (e.g., chapter 3, 8, and 10). The conclusion and implication sections are inadequate in some chapters (e.g., p. 160). In fact, the book requires language and technical editions to some extent.

This book presents an in-depth analysis of multiple issues of regional integration in South Asia. Considering the importance of regional cooperation and connectivity in South Asia, this book is a valuable addition to the existing field of research and discussion. The analyses presented in this book go beyond the usual discussion on regional cooperation and connectivity.

The book provides insightful perspectives on potential areas of co-operation, emerging challenges, and policy options on bi-lateral and regional integration in South Asia. Policymakers, academics, researchers, and development organizations will find special interest in this book. It is thus an immensely useful book for the study of international cooperation.

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