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**HUMANITIES AND
SOCIAL SCIENCES
RESEARCH**

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Journal of Humanities and Social Sciences Research

About the Journal

Overview

Horizon Journal of Humanities and Social Sciences Research (JHSSR) is an open-access journal published by BP Services, independently owned, dependent upon donations and run on a non-profit basis for the benefit of the world-wide social science community. It neither accepts nor commissions third party content. It is an open-access online scientific journal which is free of charge. It publishes the scientific outputs.

Recognized internationally as a leading peer-reviewed interdisciplinary journal devoted to the publication of original papers, it serves as a forum for practical approaches to improving quality in issues pertaining to social and behavioural sciences as well as the humanities.

JHSSR is currently a **bi-annual** (*July and December*) periodical that considers for publication original articles as per its scope. The journal publishes in **English** and it is open to authors around the world regardless of the nationality.

The Journal is available world-wide.

Aim and scope

Horizon Journal of Humanities and Social Sciences Research aims to develop as a pioneer journal for the social sciences with a focus on emerging issues pertaining to the social and behavioural sciences as well as the humanities.

JHSSR is a principal outlet for scholarly articles. The journal provides a unique forum for theoretical debates and empirical analyses that move away from narrow disciplinary focus. It is committed to comparative research and articles that speak to cases beyond the traditional concerns of area and single-country studies. JHSSR strongly encourages transdisciplinary analysis of contemporary and historical social change particularly in Asia, or beyond by offering a meeting space for international scholars across the social sciences, including anthropology, cultural studies, economics, geography, history, political science, psychology, and sociology.

Scope of the journal includes HUMANITIES— Field of Languages, Linguistics, Literature, Translation, modern Languages, Education, Philosophy, Humanistic Theories and Practices. SOCIAL SCIENCES— Archaeology, Anthropology, Economics, Geography, History, Law, psychology Political Sciences, sociology, dance, music, sport, Graphic Design, Technology Management, public policy, Arts and Cultures, and Accounting.

History and Background

A premier journal in its field, JHSSR was established in 2019, and has been in circulation since then. Horizon is an open access journal that currently publishes semi-annually. The journal uses a stringent double-blind peer-review process and follows code of conduct stipulated by the Committee on Publication Ethics (COPE).

It primarily publishes for dissemination of academic research meant for scholars and scientists worldwide. It publishes on non-profitable basis and does not have any income from subscription or other sources. The journal does not impose any publication or page fee on authors intending to publish in Horizon journals. It aims to achieve its SCOPUS status within 2 years of publication.

JHSSR is distributed worldwide to more than 1000 institutions via e-alerts, in addition to authors upon request. To provide expert evaluation of the various segments of the broad spectrum of Humanities and Social Sciences research, the editorial office is assisted by scholars who serve as Associate Editors, editorial board members, Emeritus editors and international advisory board members, and ad hoc reviewers chosen for their expertise. They provide constructive evaluation and fair and rapid editorial processing. The frequency of citations to articles published in JHSSR by scientists, students, and others increases each year.

To facilitate review, the Editor-in-Chief and the Chief Executive Editor previews all submitted manuscripts and independently or in consultation with an Associate Editor, decides if a manuscript is appropriate for review by members of JHSSR's editorial board and/or ad hoc reviewers. Manuscripts outside of the scope of JHSSR or those articles in poor English are returned without the delay of a full review, generally within a week of submission. Authors may contact the Chief Executive Editor in advance to inquire about the potential suitability of their research topic for review.

Manuscript submissions and inquiries are encouraged. Manuscript style and formatting are described in the **"Instructions to Authors"**. Manuscript submissions should be made using JHSSR online manuscript submission

system, or manuscripts should be mailed through email to the Chief Executive Editor. Direct inquiries to CEE@horizon-jhssr.com

Goal

Our goal is to bring the highest quality research to the widest possible audience. Our objective is “**Today’s research, tomorrow’s impact**”.

Quality

We aim for excellence, sustained by a responsible and professional approach to journal publishing. Submissions are guaranteed to receive a decision within 14 weeks. The elapsed time from submission to publication for the articles averages 3-4 months.

Editorial and International Advisory Board

The editorial and the advisory board of the Horizon has a presence of an international base of renowned scholars from various disciplines of research with diverse geographical background.

Our editorial team is engaged with **universities in 25 countries across the world** including Australia, Bangladesh, Fiji, Finland, Germany, India, Iran, Jordan, Lithuania, Malaysia, Morocco, New Zealand, Nigeria, Pakistan, Philippines, Portugal, Saudi Arabia, South Africa, Sweden, Taiwan, Thailand, Turkey, United Kingdom, USA, and Vietnam.

Abstracting and indexing of *Horizon*

As is the case with any new journal, indexing in all prestigious relevant databases takes some time.

The Horizon Journal of Humanities and Social Sciences Research (Online ISSN 2682-9096) is a *high-quality, peer-reviewed* academic journal in its field.

Horizon JHSSR is a **Gold Open Access journal** and indexed in major academic databases to maximize article discoverability and citation. The journal follows best practices on publication ethics outlined in the COPE Code of Conduct. Editors work to ensure timely decisions after initial submission, as well as prompt publication online if a manuscript is accepted for publication.

Upon publication, articles are immediately and freely available to the public. The final version of articles can immediately be posted to an institutional repository or to the author’s own website as long as the article includes a link back to the original article posted on JHSSR. All published articles are licensed under a Creative Commons Attribution 4.0 International License.

The journal has been indexed and abstracted in: CrossRef, Directory of Open Access Journals (DOAJ), Excellence for Research in Australia (ERA), Google Scholar, EBSCOhost, ProQuest, The journal has been listed in: CiteFactor, Cornell University Library, CrossCheck, DRJI, Journalseek, openaccessarticles.com, Open Access Library, Rubrig, Scirus, Ulrichs. In addition, the journal has been archived in: Academia.edu, National Library of Malaysia.

The journal editors and the publisher are doing their best for this journal to be included in the top abstracting and indexing databases; however, for the journal to be indexed in any indexing body is beyond the Journal’s direct control. Nevertheless, the journal ensures that the papers published are of high quality. The publisher from time to time recommends the journal to the indexing and abstracting bodies.

The authors must also ensure that the manuscripts they submit to Horizon are of top quality and are innovative.

Citing journal articles

The abbreviation for *Horizon Journal of Humanities and Social Sciences Research* is ***Horizon J. Hum. Soc. Sci. Res.***

Publication policy

Horizon publishes original work and its policy prohibits an author from submitting the same manuscript for concurrent consideration by two or more publications, and is not under concurrent consideration elsewhere at the time of submitting it to Horizon. It prohibits as well publication of any manuscript that has already been published either in whole or substantial part elsewhere in any language. It also does not permit publication of manuscript that has been published **in full** in Proceedings.

Originality

The author must ensure that when a manuscript is submitted to Horizon, the manuscript is an original work. The author should check the manuscript for any possible plagiarism using any software such as **Turnitin**, **iThenticate** or any other similar program before submitting the manuscripts to the Horizon journal.

All submitted manuscripts must be in the Journal's acceptable **similarity index range**:

< **30%**– PASS; **30-40%**– RESUBMIT MS; > **40%**– REJECT.

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Code of Conduct

The Horizon Journals takes seriously the responsibility of all of its journal publications to reflect the highest in publication ethics. Thus all journals and journal editors abide by the Journal's codes of ethics. Refer to Horizon's **Code of Conduct** for full details at the Journal's web link <https://horizon-jhssr.com/code-of-conduct.php>

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In case of any queries, contact the Journal's Editorial office via email to info@horizon-jhssr.com

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Open access publishing proposes a relatively new model for scholarly journal publishing that provides immediate, worldwide, barrier-free access to the full-text of all published articles. Open access allows all interested readers to view, download, print, and redistribute any article without a subscription, enabling far greater distribution of an author's work than the traditional subscription-based publishing model. Many authors in a variety of fields have begun to realize the benefits that open access publishing can provide in terms of increasing the impact of their work world-wide.

Horizon **does not impose** any submission fees, publication fees or page charges for those intending to publish their research in this journal. However, as Horizon is an open access journal, in norms with all open access journals, the journal has imposed an Article Processing Charge (APC). To publish in Horizon, authors are required to pay an APC of USD250 per article.

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This journal offers discount on Article Processing Charges to authors based in any of the countries which were classified by the World Bank as Low-income economies or Lower-middle-income economies. All requests can be sent directly to the journal's Chief Executive Editor.

International Standard Serial Number (ISSN)

An ISSN is an 8-digit code used to identify periodicals such as journals of all kinds and on all media—*print and electronic*. All Horizon journals have an e-ISSN.

Horizon Journal of Humanities and Social Sciences Research: **e-ISSN 2682-9096**.

Lag time

A decision on acceptance or rejection of a manuscript is reached in 3 to 4 months (average 14 weeks). The elapsed time from submission to publication for the articles averages 4-5 months.

Authorship

Authors are not permitted to add or remove any names from the authorship provided at the time of initial submission without the consent of the Journal's Chief Executive Editor. Requests for changes to authorship must be directed to the journal's chief executive editor. Changes in authorship will only be permitted where valid reasons are provided and all authors are in agreement with the change. Post-publication changes to authorship will typically be made via a published correction and authors may be charged for this additional service.

One author will need to be identified as the corresponding author, with their email address normally displayed in the article. Authors' affiliations are the affiliations where the research was conducted. If any of the named co-authors moves affiliation during the peer-review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after your paper is accepted.

Manuscript preparation

Refer to Horizon's **Instructions to Authors** at the back of this journal or visit <https://horizon-jhssr.com/beta/manuscript-preparation.php>



A well-formatted manuscript follows all journal instruction. All elements of the manuscript are printed in English with 1-inch margins at top, bottom, and sides. Right margins are unjustified. Horizon journals accept manuscript submissions which uses any consistent text— Format-free Submission! This saves you time and ensures you can focus on your priority: the research.

However, citations must be formatted by you as per APA format.

Checklist for Manuscript Submission

- Cover letter
- Declaration form
- Referral form
- Manuscript structure

(Title, Author details and affiliation, Abstract, Keywords, etc. using the **IMRAD** style).

Each submission must fulfil the following criteria and documents listed below must be submitted along with the manuscript for intended publication.

1) Cover letter

Your cover letter should be complete and make a strong pitch. The cover letter should include all these details:

- Author(s): Full contact details (email, institutional address, telephone number, etc.) of all authors listed including who the corresponding author will be [full name(s) written as First Name then Last Name]. Understand the differences between lead author and co-author(s). Lead-author: who has done most of the research and writing; Co-author: Has collaborated with the lead author and contributed some parts.
- A brief explanation of your article's relevance and impact.
- Disclosure of whether you have published this study previously elsewhere or if it is in consideration by another journal.
- Disclosure of any commercial or financial relationship that may be viewed as any potential conflict of interest.
- A brief statement explaining why the journal should publish your study.

(Refer to sample available at www.horizon-jhssr.com/forms).

2) Declaration form

Do not forget to complete the declaration form and submit it along with your manuscript. Sign the declaration that your manuscript is original, you have NOT published this study previously elsewhere in any language and is not under concurrent consideration elsewhere at the time of submitting it to Horizon.

3) Referral form

The authors are strongly recommended to complete the "Reviewers Suggestion" form along with the manuscript during submission. Authors should **suggest up to 3 names of potential reviewers experts in the subject area** of the manuscript, and are not the co-authors listed in the manuscript submitted. The suggested reviewers may be from any part of the world. The journal is not, however, bound by these suggestions.

4) Language and flow

A well-written manuscript has greater chances of acceptance. Some tips:

- Avoid long, complicated sentences; keep it simple. Your sentences should be understandable.
- Your ideas should flow smoothly.
- Use correct terminology, avoid excessive jargon and grandiose language.
- Make sure there are no grammatical mistakes.
- It is highly recommended to approach an editing service for help with polishing your manuscript. The journal has a long-term proven affiliation with a good certified editor at **Beyond Proofreading Services PLC**.

You may contact Dr. Brown at Beyond Proofreading PLC, beyondproofreading@gmail.com at your own discretion.

Language Accuracy

Horizon **emphasizes** on the linguistic accuracy of every manuscript published. Articles must be in **English** and they must be competently written and argued in clear and concise grammatical English. Contributors are strongly advised to have the manuscript checked by a colleague with ample experience in writing English manuscripts or a competent English language editor.

Author(s) **should provide a certificate** confirming that their manuscripts have been adequately edited. A proof from a certified editing service should be submitted together with the cover letter at the time of submitting a manuscript to Horizon.

All editing costs must be borne by the author(s). This step, taken by authors before submission, will greatly facilitate reviewing, and thus publication if the content is acceptable.

Editorial process

Authors are notified with an acknowledgement containing a *Manuscript ID* upon receipt of a manuscript, and upon the editorial decision regarding publication.

Horizon follows a **double-blind peer-review** process. Authors are encouraged to suggest names of at least three potential reviewers at the time of submission of their manuscript to Horizon using the **Referral form**. The editors are not, however, bound by these suggestions.

The Journal's peer-review

In the peer-review process, three referees independently evaluate the scientific quality of the submitted manuscripts.

Peer reviewers are experts chosen by journal editors to provide written assessment of the **strengths** and **weaknesses** of written research, with the aim of improving the reporting of research and identifying the most appropriate and highest quality material for the journal.

The Review process

What happens to a manuscript once it is submitted to *Horizon*? Typically, there are seven steps to the editorial review process:

1. The Journal's chief executive editor and the editorial board examine the paper to determine whether it is appropriate for the journal and should be reviewed. If not appropriate, the manuscript is rejected outright and the author is informed. Linguistically hopeless manuscripts will be rejected straightaway (e.g., when the language is so poor that one cannot be sure of what the authors really mean).
2. The chief executive editor sends the article-identifying information having been removed, to three reviewers. Typically, one of these is from the Journal's editorial board. Others are external specialists in the subject matter represented by the article. The chief executive editor requests them to complete the review in three weeks.

Comments to authors are about the appropriateness and adequacy of the theoretical or conceptual framework, literature review, method, results and discussion, and conclusions. Reviewers often include suggestions for strengthening of the manuscript. Comments to the editor are in the nature of the significance of the work and its potential contribution to the literature.

3. The chief executive editor, in consultation with the Editor-in-Chief, examines the reviews and decides whether to reject the manuscript, invite the author(s) to revise and resubmit the manuscript, or seek additional reviews. Final acceptance or rejection rests with the Editor-in-Chief, who reserves the right to refuse any material for publication. In rare instances, the manuscript is accepted with almost no revision. Almost without exception, reviewers' comments (to the author) are forwarded to the author. If a revision is indicated, the editor provides

guidelines for attending to the reviewers' suggestions and perhaps additional advice about revising the manuscript.

4. The authors decide whether and how to address the reviewers' comments and criticisms and the editor's concerns. The authors return a revised version of the paper to the chief executive editor along with specific information describing how they have answered the concerns of the reviewers and the editor, usually in a tabular form. The author(s) may also submit a rebuttal if there is a need especially when the author disagrees with certain comments provided by reviewer(s).
5. The chief executive editor sends the revised paper out for re-review. Typically, at least one of the original reviewers will be asked to examine the article.
6. When the reviewers have completed their work, the chief executive editor in consultation with the editorial board and the Editor-in-Chief examine their comments and decide whether the paper is ready to be published, needs another round of revisions, or should be rejected.
7. If the decision is to accept, an acceptance letter is sent to all the author(s), the paper is sent to the Press. The article should appear in print in approximately three months.

The Publisher ensures that the paper adheres to the correct style (in-text citations, the reference list, and tables are typical areas of concern, clarity, and grammar). The authors are asked to respond to any minor queries by the Publisher. Following these corrections, page proofs are mailed to the corresponding authors for their final approval. At this point, **only essential changes are accepted**. Finally, the article appears in the pages of the Journal and is posted on-line.

SUBMISSION OF MANUSCRIPTS

Owing to the volume of manuscripts we receive, we must insist that all submissions be made electronically using the **online submission system™**, a web-based portal. For more information, go to our web page and click "**Online Submission**".

Please do **not** submit manuscripts to the Editor-in-Chief or to any other office directly. All submissions or queries must be directed to the **Chief Executive Editor** via email to CEE@horizon-jhssr.com or CEE.horizon@gmail.com

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*Do not raise the bar unnecessarily by exaggerating requirements for successful publication, but rather encourage young researchers to try and experiment.
Researchers can raise their ambition level through gained experience.*

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As is the case with any new journal, indexing in all prestigious relevant databases takes some time. Horizon inspires to be a member of: Committee on Publication Ethics (COPE). The journal has been indexed and abstracted in EBSCO, DOAJ, Google Scholar, ISC, Rubrik, National Library of Malaysia and MyAIS.

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FOREWORD

Welcome to the inaugural Issue of our Horizon Journal of Humanities and Social Sciences Research (JHSSR)!

Horizon is an open-access journal published by BP Services, independently owned, dependent upon donations and run on a non-profit basis for the benefit of the world-wide social science community.

This issue contains 14 articles, of which two are invited articles from prominent scholars of international repute. Remaining 12 are original articles from various authors from different countries, namely *Australia, Bangladesh, Germany, India, Jordan, Malaysia, Portuguese, Taiwan, USA, and Vietnam*.

Being capable of publishing in peer-reviewed journals is commonly seen as an indicator of proper scientific research. It is the duty of a researcher to publish his results for the scientific community. Research can be seen as a product that must be sold to the target audience in the form of an article. In other words, research results do not exist before they are successfully published. The key people for getting one's article accepted for publication in a journal are usually the Editor-in-Chief, editor, and reviewers. After publication, a well-written article will attract readers, eventually resulting in a scientific impact defined by whether other scientists will cite the article.

In some cases, people raise the bar unnecessarily by exaggerating requirements for a successful publication. This may be either an intentional attempt to bring the game to a higher level, or merely unintentional. Unfortunately, it is difficult to improve the level before understanding the publishing process in the first place. Writing scientific journal articles is learned through writing and publishing attempts when constructive feedback is available. It may occasionally be possible to enter the big league of very high-level journals directly, but only with adequate levels of support and feedback. In other cases, it is possible to publish in increasingly better journals once gaining experience through more moderate publication mediums. A researcher can raise their ambition level through gained experience. Hence, it is equally important for any researcher to begin their publishing with new or young journals provided they are of good standing.

Learning to write journal articles is, however, not a black and white issue where there are absolute rights and wrongs. Being constructive is more important than seeking out flaws in the message. Young researchers should utilize several sources while building their know-how regarding scientific writing.

I believe this issue would be intriguing, thought-provoking and useful in reaching new milestones. I would be grateful if you recommend the journal to your peers and students to make this endeavor more meaningful.

All the papers published in this edition underwent the journal's stringent peer-review process involving a minimum of two reviewers comprising internal as well as external referees. This was to ensure that the quality of the papers justified the high ranking of the journal, which hopes to be one at par with one of the renowned and heavily-cited journal not only by authors and researchers in Malaysia but by those in other countries around the world as well.

I would also like to express gratitude to all the contributors who have made this issue possible, as well as the authors, reviewers and editors for their professional contribution. Last but not least, the assistance of the journal's editorial office is fully appreciated.

Horizon JHSSR is currently accepting manuscripts for upcoming issues based on original qualitative or quantitative research that opens new areas of inquiry and investigation.

The editors hope that the authors publishing in this journal can support the noble cause of Horizon in reaching its goals.

Chief Executive Editor

Nayan Deep S. KANWAL, [FRSA](#), [ABIM](#), [AMIS](#), [Ph.D.](#)

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December, 2019.

Some Thoughts on Social Science Research: 50 Years of Engagement in Southeast Asia

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Abstract

The paper briefly discusses the merits of multidisciplinary-based studies as against disciplinary perspectives in relation to Southeast Asia. It suggests that the main conceptual innovations and established methodological approaches derive from academic disciplines. There is then a sequential series of reflections on changing priorities in the sociological study of Southeast Asia which plots the movement from those concerns which derived from 'classical' Western-based sociology and certain key ideas which emerged from those concerns, and a more recent shift to interest in the concepts of culture and identity. The paper illustrates this shift in describing one of the possible autobiographical routeways to the encounter with culture.

Keywords: changing sociological perspectives, classical concepts, culture, identity, Southeast Asia.

I am delighted to have been asked to present some introductory remarks on the launch of the new journal *Horizon* with its focus on the humanities and social sciences. It is now a highly competitive world in academic publishing, and almost every month another journal in the humanities and social sciences appears on the Internet. The global publication regime, dominated by a relatively small number of Western-based multinational corporate publishers, which sets the rules, exerts control over the process of getting published, and primarily publishes in English, also places many academic authors in a subordinate and dependent position (Cohen, Cohen and King, 2018). A further worrying development is the rapidly increasing number of predatory journals, very many with the inclusion of the terms 'International' or 'Global' in their titles, which, among other practices, charge fees for the publication of articles and operate a relatively light-touch reviewing system (Beall, 2019). *Horizon* styles itself an open access journal and is committed to publishing two issues a year. It has instituted a stringent double-blind peer-review process and does not impose charges on authors to publish in the journal. It has ambitions to secure Scopus listing in the next two years. There is still room for journals of this kind.

It has been suggested that I provide some thoughts on my experiences in undertaking research in the humanities and social sciences, in my case in relation to the Southeast Asian region. I was fortunate to have been educated and then to become engaged in a multidisciplinary environment in the United Kingdom, first of all, embracing geography, sociology and social and cultural anthropology, and then in addition to these disciplines, working with colleagues in economics, history, politics, international relations, language and literature. There were certain advantages in seeing subjects of research from different perspectives and bringing together colleagues from across disciplines in collaborative and comparative research projects. However, I have consistently argued, at least on the basis of my own work, that research should be based on a strong disciplinary core of theoretical literature and on disciplinary-based training in methodology. In all my research and publications, even though I have addressed historical, geographical, political and economic issues, I have always seen myself primarily as a sociologist-anthropologist. More recently there have been lively debates in Southeast Asian Studies on whether the field of area studies has developed distinctive methodologies and perspectives. My position is one of scepticism.

The connected issue of the contribution of area studies to theoretical innovation is a rather more vexed one. My position has been that methodological and conceptual development has been located firmly in disciplinary contexts and there is little evidence that it derives, or has the potential to derive from multidisciplinary approaches in a regional context. I am sure these debates will continue. A related set of discussions in which I have been involved has focused on the problem of defining regions in the era of globalisation and whether or not, in an increasingly interconnected world, the enterprise of area studies has a rationale and justification. On this matter, I think the study of regions does have a place, but we will continue to argue about what constitutes a region (which is a particularly acute problem in relation to Southeast Asia) when we are increasingly concerned with cross-border and transnational movements of people, goods, capital, information, ideas and images.

Let me now turn to the sociology and anthropology of Southeast Asia and how my concerns have changed during the past half-century since I became involved in advanced research on the region. After focusing in my early work, which was in traditional anthropological mode, on rather more localised and country-based issues, particularly in Malaysia and Indonesia, from the 1990s onwards I began to turn my attention to the wider region in sole-authored and co-authored books and papers and then in a series of sole- and co-edited books. I will focus on one of these projects.

In the early part of 2007 I managed finally to complete a manuscript entitled *The Sociology of Southeast Asia. Transformations in a Developing Region* which appeared with NIAS Press and University of Hawai'i Press in hard-back and paperback (2008). The book focused heavily on Western sociology and to some extent anthropology in the work of the major nineteenth- and twentieth century theorists: Karl Marx and Max Weber; with regard to the study of imperialism Nikolai Bukharin, Rosa Luxemburg, Vladimir Ilyich Ulyanov (Lenin) and Rudolf Hilferding; in addressing the historical sociology of W.F. (Wim) Wertheim and the Dutch school in Amsterdam; in engaging with the wide-ranging German sociology of Hans-Dieter Evers and his colleagues; and also deploying the vibrant sociology of development and underdevelopment and the world systems perspective of Andre Gunder Frank, Immanuel Wallerstein among many others. I also considered early American contributions in what came to be called 'modernisation theory' (primarily Walt Rostow, Samuel Huntington, Manning Nash, S. N. Eisenstadt, and, in a more eclectic and complex way, Clifford Geertz). In addition, the insights of political-economists excited my

attention: early on John S. Furnivall and rather later the Australian-based trio: Richard Robison, Kevin Hewison and Garry Rodan. Finally, I examined critically the 'autonomous' history approach, and 'history from below' of such writers as Jacob van Leur, James C. Scott, Benedict J. Kerkvliet, Michael Adas, and the 'alternative discourses' perspective of Syed Hussein Alatas, Syed Farid Alatas, and many other committed Southeast Asian scholars. The concepts which exercised me, and others, at that time were rather restricted, including dualism/dual society, pluralism/plural society, involution, moral economy. The subjects which I ranged over included modernisation, underdevelopment and dependency, social class and the state, ethnicity and society, patronage and corruption, gender and changing work patterns, urban transformations, Asian values and social change, and a brief glimpse at the relations between modernisation and globalisation.

Looking back on this book and related papers much of it does seem rather old-fashioned. Nevertheless, I had worked on this project off and on for some years, going back to the early 1980s, but as it progressed, if that is the appropriate way of describing my writing process, it became very clear to me that there is a very substantial literature in what I refer to as 'the sociology of culture', which I could not include in that volume because of the word-length constraints given by the publisher. I owe the sociology of culture perspective to my mentor from the early 1970s, John Clammer, who brought together his interests in political economy and modernisation in Southeast Asia with those from cultural studies (2002). Another major influence in cultural studies in Southeast Asia was clearly Joel Kahn (1995).

The developing focus on culture emerged especially from the 1980s with the increasing interest in 'posts': post-modernism, post-structuralism, post-colonialism, post-Orientalism and the multidisciplinary enterprise of cultural studies in its preoccupations with the dramatic and expanding impact of the global media and information technology on developing societies. A major preoccupation was with the Foucault-Derrida-Lacan-derived relationship between power and knowledge, the all-consuming passion among increasing numbers of people for consumption in late capitalism, and in the enormous opportunities for cross-cultural encounters in diasporas, international labor migration, business travel and tourism. To gain a flavour of the somewhat convoluted discourse of post-structuralist and post-colonialist debates and the problems of applying Western theories to Asian cultures then we need go no further than Peter Jackson's penetrating work on Thai culture (2004, 2005) and his

encounters with post-structuralists like Rosalind Morris (2000).

In Southeast Asia specifically these cultural interests flourished in the more recent concerns among social scientists with what I have still tended to refer to in rather die-hard mode as 'ethnicity', and with what has come to be called increasingly and in a much more expanded and all-encompassing cultural studies sense 'identity' or 'cultural identity'. Although I am not greatly enthusiastic about the 'posts', I decided that I needed to steel myself and plunge into what is often, for me at least, an occasionally rewarding yet decidedly turgid and dense literature. It frequently requires the same kind of efforts of translation into simple and straightforward English which C. Wright Mills undertook on behalf of Talcott Parsons (the latter's style of exposition I have always referred to as the 'Parsonian jungle') (1959); and the writings of the post-modernists and post-structuralists are often equally luxuriant and impenetrable. Stanislaw Andrewski makes the same point about the impenetrable style adopted by senior sociologists and their acolytes in his characterisation of social science 'as sorcery' (1972). In my defense in my early preoccupations with social structure and the social, I did not entirely neglect culture, or what I understand by the concept of culture; it surfaces in chapters in my sociology book on ethnicity and Asian values especially.

Therefore, I think I can claim that I have embraced 'culture' from an early age, but not entirely consciously nor in a systematic way; I suppose I thought that it was not a comfortable concept with which to work. I am reminded of Chris Jenks' laudable attempt to get to grips with the concept when he proposed that 'culture' is one of the most crucial, though overworked, and indeed 'complicated', 'complex', 'controversial' and 'divergent' concepts in the social sciences (1993). Given its status as a focal point of interest, it has quite naturally been the subject of the most intense debates and disagreements. In debates about what culture is, as an intellectual construct (or more specifically elements of it are), we have to address arguments that it is malleable and fluid in that it is produced or constructed, deconstructed, invented, reinvented, reproduced, modified, discarded, lost, contemplated, inherited, disseminated, adopted, assimilated, absorbed, used, deployed, manipulated, elaborated, displayed, commoditized, exchanged, and transformed.

My main route to culture in a rather subdued and unrealised way was through a developing interest in tourism and heritage in Southeast Asia from the early 1990s,

though I continued in parallel my engagement with issues of ethnicity and identity. Then, reflecting on the more anthropological side of my academic personality, bearing in mind that I was trained in British social anthropology, I began to tease out what I was thinking about culture in those formative years (not in any systematic, coordinated, or coherent fashion) from my more 'traditional' anthropological phase in Indonesian Borneo in the early 1970s. Eventually I wrote a general book on *The Peoples of Borneo* (1993), which clearly promoted the notion of a Borneo cultural area.

My first period of field research in the early 1970s tended to treat culture as a means to delineate the communities in which I was interested at the time and draw boundaries around them as ethnic groups, and, although I had the framework more or less handed to me (1985), I suppose I was also attracted subsequently to the utility of the notion of 'a culture area' in my general book on Borneo (1993). Grant Evans experienced a similar attraction in his attempts to understand the Tai-speaking sub-regions of mainland Southeast Asia (1999). To continue in this vein, my later co-edited book with Michael Hitchcock on images of Malay-Indonesian identity (1997a), then explored some of the issues, particularly in Indonesia, raised by what we then called 'images' of national, regional and local Malay-Indonesian identities and the interactions between these different expressive levels or layers of identity; we felt that it was especially important to examine how citizens and constituent groups of a nation-state attempt to come to terms with and respond to national level projects of identity formation (1997b). Since then, in revisiting my earlier field research and in response to my critics, I have adopted a much more open-ended and contingent notion of culture and identity. This shift in perspective has also been especially evident in my recent collaborative research on tourism and cultural change in Southeast Asia, particularly now in Thailand in my engagement with Erik Cohen's exemplary and pioneering studies (King, 2018).

In any case I think a general and comparative excursion into the field of culture and identity in Southeast Asia, building to some degree on John Clammer's work, is long overdue and whereas in my first sociology book I focused on the broad sweep of Southeast Asian history and examined in some detail the colonial period and its aftermath in terms of the notions of underdevelopment and dependency among others, I am now primarily concerned with the post-war period in the Southeast Asian region and the cultural effects and processes of modernisation and globalisation and 'identities in motion'. I am also attempting to reflect the dynamic, shifting and fluid character of

cultural identity in a comparative way, analyse culture as process, and as an arena of conflict, contestation and negotiation in the context of cultural politics, and the relationship between the 'cultural' and the 'social'. However, recognising the problematical nature of comparison in the social sciences I think that I have chosen safer ground by confining myself to 'restricted comparisons' between neighbouring cases within one particular part of Asia (King, 2016).

The framework with which I am now attempting to understand Southeast Asia is through the concept of 'identities in motion' and to examine these in a range of circumstances: identities, nations and ethnicities; globalization and identities; the media, communication and identities; identities, consumerism and the middle class; tourism encounters and identities; gender and sexual identities; migration, diaspora and identities. I am reminded of the important observation of Zygmunt Bauman that we have now shifted from concerns with political economy, as I have done in my research, towards an understanding of the centrality of culture in post-modern society so that power, influence and control operate in more subtle ways through advertising, public relations and the creation of needs and longings by those who generate and control flows of information and knowledge (1998). Michel Foucault's concept of 'discourse' and the role of knowledge, ideas, images and cultural categories in exercising control, regulation and domination over others is also part of this perspective in that people deal in cultural capital and use it in social and political strategies (1977). As a regional specialist I think it vital to understand in comparative terms these different dimensions of identity construction, maintenance and transformation.

As I final few points in conveying my warm best wishes for the success of the journal, I hope that this new venture will attract 'reflexive' papers, those which are boldly comparative and move across boundaries, those which debate current concepts which enable us to understand our 'world on the move' and a world that is moving ever faster. What has disappointed me in a significant number of papers which I have recently reviewed for journals, though these are mainly Asian regional journals, is that they only provide useful empirical, case-study material, and some read like feasibility studies (which is what, I suppose, was the purpose of their research and the funding support they received). But there is little sign of any conceptual development, comparative vision and engagement with wider literatures, and there is a rather burdensome preoccupation with quantitative methods,

questionnaire surveys, statistical manipulations, and commentaries on tabulated material. I am not suggesting that the route I have taken in my academic career is the one to take, nor is it probably typical, but I think researchers should be willing to grasp new opportunities and fields of research, however risky. A recent edited book project in which I am involved on 'fieldwork and the self' in Southeast Asia focuses on research errors, misinterpretations, mishaps, confessions, secrecy, the unexpected, chance encounters, personal engagements in liminal fields, conceptual dead-ends, shifting research pathways and improvised itineraries. I do hope the new journal attracts interesting, bold and innovative papers

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AUTHOR'S BIOGRAPHY

Victor King has been teaching and undertaking research in the sociology and anthropology of Southeast Asia since the early 1970s when he completed his Master's degree at the School of Oriental and African Studies, London, in anthropology, geography and Indonesian Studies,

and then undertook field research in Kalimantan, Indonesia for his doctoral degree in social anthropology at the University of Hull. Most of his career was spent in the Centre for South-East Asian Studies and the Department of Sociology and Social Anthropology at the University of Hull. He was appointed to a Senior Lectureship there in 1988 and immediately thereafter to the re-established Chair in Southeast Asian Studies (from 1988 to 2005). At various times, he served in Hull as Director of the Centre for Southeast Asian Studies, Dean of the School of Social and Political Sciences, Director of the University's Graduate School and Pro-Vice-Chancellor. He joined the University of Leeds in 2005 as Professor of Southeast Asian Studies and became Executive Director of the White Rose East Asia Centre (WREAC) in 2006. He was awarded the title of Emeritus Professor in the School of Modern Languages, Cultures and Societies in 2010. In 2012-2013 he was Eminent Visiting Professor at the Institute of Asian Studies, Universiti Brunei Darussalam (IAS-UBD), then in 2015 a Distinguished Visiting Fellow and from 2017 Professor of Borneo Studies at IAS-UBD. From 2014 to 2016 he was Adjunct Professor at the Regional Center for Sustainable Development (RCSD), Chiang Mai University, and then Senior Editorial Adviser from 2016 to 2019 at RCSD.



Emeritus Professor
Victor T. King

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The views expressed in this article are those of the author and do not necessarily represent the views of, and should not be attributed to, the Horizon Journal or the Horizon Editorial Board.

INVITED ARTICLE

First Nations Australia writes back

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I'd like to concentrate briefly on a subject that gives me enormous pleasure in my field of humanities research in Australia as a recent improvement in the ways that our society operates. As a colonised society, one that had involved the forceful taking of land already inhabited and owned by the First Nations people with at least 60,000 years of occupation, Australia has been slow and resistant to the ideas of sharing land, recognising the violence of settlement and the ongoing devastation of First Nations Australians through marginalisation, and the application of policies developed without reference to the people they would affect. These were usually detrimentally at best and thoroughly destructive to individuals and families and, thus, communities at worst. First Nations, or Aboriginal, people often make the claim that they are the most studied group in any society: that their kinship systems, their bodies and minds and reason for being has been dissected by scientists and social scientists and governments since British settlers arrived here in 1788 without inclusion in these findings of their own theories and opinions. They had been designated as a mute and subservient subject of the settlers in large part, and enormous harm has been perpetuated upon them.

What is the improvement, then, I am sure you are asking yourself? While Australia has always contained

clear-headed individuals and organisations who have tried to counter the colonising violence of denying citizens a right to thrive, it is the case that voices of the First Nations people have been largely absent from the discourse of this society—with exceptional individuals being afforded a space or demanding it in an activist gesture—we are currently experiencing the strongest outpouring so far of First Nations voices speaking their knowledge and creativity and being listened to by a mainstream audience. It is a flourishing moment where researchers and writers in the fields of history, social sciences, and literature are being heard and reframing the arguments about First Nations lives. For people such as me who are committed to social equality and justice it has been a very long time coming but certainly does appear to be a moment that can't be retreated from. Not now. To have books by First Nations authors make bestseller lists and hear the chain of discussions about them in the most mainstream spaces in Australia is a great moment for understanding this extraordinary continent. 'We' came to Australia so recently but it had been well stewarded and occupied by the world's oldest civilization, 'our' fellow countrymen, who despite enslavement by settlers share optimism for a future with a generosity we can learn so much from.

Select Readings

Dark Emu Bruce Pascoe (Broome: Magabala Books, 2014)*That Deadman Dance* Kim Scott (Sydney: Picador Books*Mullumbimbi* Melissa Lucashenko (Brisbane: UQP, 2013)*Heat and Light* Ellen van Neerven (Brisbane: UQP, 2014)

The Uluru Statement from the Heart. https://www.referendumcouncil.org.au/sites/default/files/2017-05/Uluru_Statement_From_The_Heart_0.PDF

INVITED ARTICLE

The Fourth Industrial Revolution and Moral Education**Osamu Nakayama***Professor, Former President**Reitaku Graduate School of Education**〒277-8686 2-1-1 Hikarigaoka, Kashiwa-City, Chiba Pref., Japan***ARTICLE INFO***Article history***RECEIVED:** 09-Sep-19**REVISED:** 07-Oct-19**ACCEPTED:** 04-Dec-19**PUBLISHED:** 16-Dec-19

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Email: onakaya@reitaku-u.ac.jp**Abstract**

The fourth Industrial Revolution may have less welcome consequences with the social, political, cultural, and economic upheavals. To cope with their associated problems in Japan in the years ahead, the Japanese Cabinet office has proposed a new concept, "Society 5.0", and has tasked the Ministry of Culture, Sports, Science and Technology to support this policy in the education sector, with a focus on "strengths as human beings" as one of the key policy concerns. The nurturing of such human strengths, however, belongs primarily to the field of moral education rather than that of new technology. Hence there is plenty of room to expand the Japanese concept of Society 5.0.

Keywords: Fourth Industrial Revolution, Society 5.0, strengths as human beings, moral education.

Today we face a new era, that of the 4th Industrial Revolution. Its continuing development, driven largely by the convergence of digital, biological, and physical innovations in newly developed fields such as big data, robotics, AI, IoT, biotechnology, and IIoT, could well make our lives more convenient and pleasant. But the social, political, cultural, and economic upheavals brought about by the widespread availability of digital technologies could also have less welcome consequences in areas of central concern to us all.

To cope with these developments and their associated problems in Japan in the years ahead, the Japanese Cabinet office has proposed a new concept, "Society 5.0". It defines this as "a human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space." The concept, it reportedly says, will allow Japan to "become the first country in the world to achieve a human-centered society (Society 5.0) in which anyone can enjoy a high quality of life full of vigor." It claims that it intends to accomplish this by "incorporating advanced technologies in diverse industries and social activities and fostering innovation to create new value." (Cabinet Office 2019). To support this policy in the education sector, it has tasked the Ministry of Culture, Sports,

Science and Technology to prepare our school children and students for the rapid technological change to come, with a focus on "strengths as human beings" as one of the key policy concerns (MEXT 2018).

Here, though, we should remind ourselves that the nurturing of strengths as human beings belongs primarily to the field of moral education rather than that of new technology (Nakayama 2015 pp.39-40. Ryan et al. 2012 p. 9). It can only be achieved through an educational focus on the practice of morals, and this in turn requires human interactions and connectedness that cannot be replicated by inhuman AI or IoT. The 3rd Industrial Revolution aimed at the maximization of material products, and we now see that the onrushing 4th Industrial Revolution will pursue the maximization of knowledge and information (Ito 2008 pp.82-84). But while both of these may contribute to the development of our material and knowledge-based civilization, their negative by-products, like the destruction of the natural environment, the dissociation between the material world and the human mind, and psychological and spiritual anomie are sapping, and will continue to sap, basic human strengths. Hence there is plenty of room to expand the Japanese concept of Society 5.0. In particular, never before have we had such an urgent need for moral education to make the best use of IT and AI.

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ORIGINAL ARTICLE

The Language of Set Monologues in David Milch's *Deadwood*

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In 1874, gold was discovered in the Black Hills of South Dakota. At the time, this territory had been secured by the Fort Laramie Treaty of 1868 for a few different Native American groups, and was not technically controlled or administered by the United States federal government. By 1876, the territory had been invaded by non-Native fortune seekers, particularly in areas around the just-formed town of Deadwood, and a series of engagements fought between the US Army and a coalition of Native groups culminated in the breaking of the Treaty and the formal annexation of the Black Hills to the United States. The TV show *Deadwood*, which first aired on HBO in March 21, 2004 and ran three seasons, covered events in the town between 1876 and 1877. The series won eight Emmys and received 28 nominations. A postscript to the series, *Deadwood: The Movie*, aired in May 2019, and followed up on developments in the town in 1889, when South Dakota was admitted as a state to the Union.

The ferment of those years provided a rich set of historical details for the show, but rather than merely dramatize this history, David Milch, the showrunner and main writer of the series, chose to transmute it in the service of examining, expansively, a broad range of the town's residents, its social forms, and the human condition. Milch lead a remarkably varied life prior to *Deadwood*. He had a tremendously successful career in television, working on *Hill Street Blues*, creating *NYPD Blue*, and earning a fortune. Before getting into television, he did stint in Mexico working for a drug cartel and was a professor of literature and creative writing at Yale and good friends and colleagues with the likes of Robert Penn Warren and Cleanth Brooks. His father had been a prominent surgeon in Buffalo, while members of his extended family were involved

in organized crime. Over the years, he has struggled with childhood sexual abuse, alcoholism, drug addiction, gambling addiction, bipolar disorder, massive IRS debt and a serious heart condition; recently, he was diagnosed with Alzheimer's disease. He has been married to the same woman for 37 years and has three adult children.

Deadwood is famously distinctive in its use of language, and that is our interest here, too. The series simply would not have the same impact if it had not cultivated such an original, literary voice. For example, characters often mix artful, serpentine syntax and purple diction with swearing and INVENTIVE INVECTIVE as they spar, verbally. To reproduce the emotional effect of the blasphemy that would have been common in the town's milieu, Milch used obscenity; from moment to moment, the language of *Deadwood* might be some of the most obscene language in the history of TV drama. According to blogger Jeff Kay, who counted them up, the word *fuck*, in one or another of its forms, is used 55 times in first hour of the series, and in the three seasons of the series plus the movie, the word *fuck* is used a total of 3,063 times, or 1.51 *fucks* a minute (FPM). Episode 8 of season 2 contains the peak FPM rate of the whole series at 2.69, or one *fuck* about every 22 seconds. In the series, the word *cocksucker* is also a favorite, so much so that a YouTube video documents, in rapid fire, its many contexts of use:

https://www.youtube.com/watch?v=u4D3UdxM3OU&has_verified=1

The themes of *Deadwood* and the social issues it confronts are many – the settling of the West, power, politics, money, property, violence, racism, immigration, prostitution, God, etc. – and these issues are not small at all; they're large, profound. But it is generally agreed that the overarching theme of *Deadwood* is one of the deepest questions imaginable. How does civilization come together from chaos by organizing itself around symbols? In spite of the obscenity and the localized historical setting, then, to confront the gravity of this lofty theme, Milch elevates his language rhythmically, sonically, prosodically, syntactically, rhetorically, symbolically, etc.,

so much so that, in some cases, for example, the many set monologues, the language is overtly and obviously Shakespearean. Because of Milch's voice, the heightened register of the dialogue succeeds spectacularly, in spite of the rowdy nature of the characters, the topics addressed, and the American western setting.

What is usually meant by "Shakespearean" is that some bit of language is intensely poetic and lyrical in a dramatic context, not that it strictly follows the stylistic arrangements of Shakespeare's actual work. With Temporal Poetics,¹ we spell out exactly what this denotes: poetry is formal; form comes from rhythm, organizing itself according to the qualities of the components of rhythm, meter, grouping, prolongation, and theme; lyric most intimately conforms with the "centering" ethos of grouping. In reviewing Milch's series, we have used this theory of poetry, described in great detail elsewhere, to look closely at the language of *Deadwood*, in particular at the language of its set monologues, which often display the Shakespearean language of the series most strikingly. By observing, describing, interpreting, and evaluating this language, we have sought an assessment of how Milch's poetic intent contributes to the aesthetic accomplishment of his dramatic and cinematic creation.

In this article, we will look briefly at one speech, a sermon taken from the middle of episode five in the first season. It is given by the local reverend, Henry Weston Smith, at the funeral of Wild Bill Hickok, who had been shot to death in the previous episode. His sermon draws liberally

from the King James version of First Corinthians, Chapter 12, but it is much more than an interpretive rendition, both in its form and in the sentiments it gives utterance to. Here is the monologue in a block of text:

"Mr. Hickok will lie beside two brothers. One he likely killed; the other he killed for certain. And he's been killed now in turn. So much blood. And on the battlefields of the Brothers' War, I saw more blood than this, and asked then after the purpose. And did not know. And don't know the purpose now. But know now to testify that, not knowing, I believe. St. Paul tells us: by one spirit are we all baptized into one body, whether we be Jew or Gentile, bond or free, and have all been made to drink into one spirit, for the body is not one member, but many. He tells us: the eye cannot say unto the hand I have no need of thee. Nor again, the head to the feet I have no need of thee. They, much more, those member of the body which seem more feeble, and those members of the body which we think of as less honorable, all are necessary. He says that there should be no schism in the body but the members should have the same care one to another, and whether one member suffers, all the members suffer with it. I believe in God's purpose, not knowing it. I ask him, moving in me, to allow me to see his will. I ask him, moving in others, to allow them to see it."

A striking feature of this funeral sermon is its continuous metricality (or "beating"). If we represent syllables that get major/tactical beats with dots, the passage falls into 25 metrical lines fashioned into two metrical sections and having of two and then three stanzas and five two-part stanzas having four to six lines each.

(25 lines, 5 stanzas, 10 parts)

Section 1, Stanza 1, Part 1

Mister Hickok will lie beside two brothers,
 tactus

one he likely killed, the other he killed for certain
 tactus

Section 1, Stanza 1, Part 2

and he's been killed now in turn.
 tactus

So much blood.
 tactus

Section 1, Stanza 2, Part 1

And on the battlefields of the Brothers' War,
 tactus

¹Richard Cureton's Temporal Poetics is a theory of poetry that derives poetic form from the qualities of poetic rhythm. For an overview of Temporal Poetics, see Cureton's 2015 essay on "Inner Form." For Cureton's theory of poetic rhythm, see *Rhythmic Phrasing In English Verse*, published in 1992, and the long article, "Meter and Metrical Reading in Temporal Poetics," published in 2012. For some sample analyses using temporal poetics, see the other articles by Cureton referenced in the Works Cited. The analysis that follows is based on this theory.

I saw more blood than this,
tactus

Section 1, Stanza 2, Part 2
and asked then after the purpose. And did not know.
tactus

And don't know the purpose now.
tactus

But know now to testify that, not knowing, I believe.
tactus

Section 2, Stanza 1, Part 1
St. Paul tells us: by one spirit
tactus

are we all baptized into one body,
tactus

Section 2, Stanza 1, Part 2
Whether we be Jew or Gentile, bond or free,
tactus

And have all been made to drink into one spirit,
tactus

For the body is not one member, but many. He tells us:
tactus

Section 2, Stanza 2, Part 1
the eye cannot say unto the hand I have no need of thee. Nor again
tactus

the head to the feet I have no need of thee. They, much more,
tactus

Section 2, Stanza 2, Part 2
those members of the body which seem more feeble,
tactus
and those members of the body which we think of as less honorable,
tactus
all are necessary. He says that
tactus

Section 2, Stanza 3, Part 1
there should be no schism in the body
tactus
but the members should have the same care one to another,
tactus
and whether one member suffers, all the members suffer with it.
tactus

Section 2, Stanza 3, Part 2
I believe in God's purpose, not knowing it.
tactus
I ask him, moving in me, to allow me to see his will.
tactus
I ask him, moving in others, to allow them to see it.
tactus

And so, arranged on the page as a poem, we get this:

Mr. Hickok will lie beside two brothers,
One he likely killed, the other he killed for certain
And he's been killed now in turn.
So much blood.

And on the battlefields of the Brothers' War,
I saw more blood than this,
And asked then after the purpose. And did not know.
And don't know the purpose now.
But know now to testify that, not knowing, I believe.

St. Paul tells us: by one spirit
Are we all baptized into one body,
Whether we be Jew or Gentile, bond or free,
And have all been made to drink into one spirit,
For the body is not one member, but many. He tells us:

The eye cannot say unto the hand I have no need of thee.
Nor again,
The head to the feet I have no need of thee. They, much more,
Those members of the body which seem more feeble,
And those members of the body which we think of as less
honorable,
All are necessary. He says that

There should be no schism in the body
But the members should have the same care one to another,
And whether one member suffers, all the members suffer
with it.
I believe in God's purpose, not knowing it.
I ask him, moving in me, to allow me to see his will.
I ask him, moving in others, to allow them to see it.

Amazingly, and to Milch's credit, the language of this set monologue is not only continuously metrical, but appropriately so in its choice of meter. The speech is a funeral sermon, and so the occasion is linear (i.e., about death, an ending). But the sentiment is strongly epic (i.e., about the necessary wholeness of viable human societies/communities) and lyric (a lament for the loss of one piece of that whole). The meter of the piece gives these themes a metaphysical depth by tying their expression to a shapely physicality, with an appropriate rhythm, which itself gives rise to such proportion.

In terms of tactical beating, the lines in the five two-part stanzas in the poem have the following arrangement, with each number representing a line and its count of tactical beats:

SECTION 1

STANZA 1 – 56 44
STANZA 2 – 44 546

SECTION 2

STANZA 1 – 44 654
STANZA 2 – 66 444
STANZA 3 – 446 465

Being square, four-beat lines and four-line stanzas are cyclical/epic; being asymmetrical, five-beat lines and five-beat stanzas are cenroidal/lyric; and being extended, six-beat lines and six-line stanzas are linear/narrative. Over half of the lines (14) in this sermon are four-beat and so foreground the central theme of *Deadwood* as a whole: the need to establish social unity, community, etc. On the other hand, appropriately, each stanza has lines of each of the three sorts, which underpins the counter-vailing forces that undermine this unity and so accentuate the difficulty, if not impossibility, of this task. And so, appropriately as well, the sermon begins with a 4-line/epic stanza but ends with a six-line/linear one, with three lyric/5-line stanzas in between. Within stanzas as well, two-line parts of stanzas and never precede three-line parts, and within the sermon as a whole, it is the first section that has two stanzas and the second section that has three. So the general development of the meter both within stanzas, sections, and the sermon as a whole is from cyclical to linear by way of centroidal, epic to narrative by ways of the lyric, the physical to the social by way of the emotional, a pleasing stepwise movement through the first three of the four temporalities in their order of emergence.

Of course, this being a drama, poetic or not, Milch also chooses to resist this vision within his fictional world, in a way that both complicates and complements what the reverend's speech would seem to express. For instance, several scenes after the funeral, Jack McCall, who had shot and murdered Hickok from behind and was immediately trussed up, to be tried by a jury, is freed and escapes the town on a horse. Seth Bullock, a main protagonist who had befriended Hickok prior to his death, is angered by this discharge as he walks back to town, and considers if he should ride after McCall to bring him to justice. He speaks with his business partner and friend, Sol Star, and explicitly rejects an appreciative reading of the sermon:

Bullock: The man is a lunatic. High water he never made much sense, but now? He just utters pure gibberish.

Star: Did he look pale to you?

Bullock: What?

Star: Did he seem pale?

Bullock: How the fuck do I know if he was pale or not?

Star: He looked pale to me.

Bullock: What if he was? Let's say he was. Will you shut up about it? What is my part, and your part? *[in a mocking tone]* "What part of my part is your part? Is my foot your knee? What about your ear?" What the fuck is that?

Other speeches and exchanges throughout the show draw upon different resources in meter (and language more generally): some are dipodic; some have a triple pulse; some are completely in tetrameter or pentameter; etc. These alternate patterns have a similar effect as Bullock's reaction, and symbolize the mixture of sensibilities competing within the story and within the nascent society.

In *Deadwood*, the inclusive social vision articulated in Hickok's funeral speech encompasses even those elements – the idealist, the fortune seeker, the crime boss, the scallywag, the drunk, the gambler, the drifter, the whore – who appear opposed to it, in pursuit of their individual passions or tastes. This striving for wholeness is the civilizing impulse that binds individuals into some emerging sense of a common humanity, in the face of chaos or death. Milch was committed to articulating this vision with, first, the shape of his words, and then, through richly drawn characters, the political machinations of the plotting, the earthy cinematography, and the production's verisimilitude of a 19th century mining town. We would do well to be instructed by his example, here, in 2020.

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ORIGINAL ARTICLE

From the digital coalface: Building a range of blended English-language communicative competence courses in partnership with corporate learning and development stakeholders

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Abstract

This paper provides an analysis of the perceived needs of corporate learning and development teams with regard to language and communication training. Secondly, it offers an academic framework drawing on the work of leading writers in the field in order to integrate the lived curriculum development experience with a basis in theory. The paper then describes the process of course building, both regarding the pedagogical and technological elements of the development project. Finally, it offers an a posteriori set of findings regarding the necessary elements of a successful blended communicative competence course for corporate application.

Keywords: curriculum development; blended learning; corporate learning and development; communicative competence; flipped classroom; microlearning, CALL.

Introduction

Product development for corporate language training in 2019 takes place against a rapidly changing backdrop. Human resource departments are coming under increasing pressure to adapt to evolving requirements. A recent World Economic Forum report (2018, pg 6) lists “ubiquitous high-speed mobile internet; artificial intelligence; widespread adoption of big data analytics; and cloud technology” as key drivers of change and indeed these elements now feature regularly on the agendas of Learning and Development summits. The management consulting company Deloitte (2019) put out a report stating the need for companies to “craft approaches that allow their workers to learn as and when they see fit.” There is now a consensus on the requirement for large corporate training providers to embrace the new forms of technology and to integrate them into their pedagogical offering. Mobile learning and microlearning respectively have developed as a result of these needs.

A key indicator of the effectiveness of self-paced study is that of engagement. E-learning providers often spend a great deal of time in their sales communication showing how they track learner interaction with the platform.

One of the reasons for this is that learner engagement with fully self-paced solutions is stubbornly low across the board. Dr Katharine Nielson (2011) of the University of Maryland found in a study of self-paced learning by employees of US government agencies that the attrition rate (the rate of students dropping out of the program) was upward of 97%. Despite early hype surrounding the power of artificial intelligence solutions and their potential replacement of the human teacher, it is noteworthy that the training industry has discovered the limits of fully self-paced training approaches. Specifically in the field of language training, chatbots and virtual tutors have proved unable to act as credible interlocutors for corporate learners. This may be insoluble by technology. Paul Kinasevych (2018) puts this down to computers lacking what he refers to as an imaginary component of language. Jon Searle’s Chinese Room thought experiment (1980) was designed to show that mere syntactic processing did not amount to semantic understanding. And it is certainly arguable that business communication classes require a trainer with semantic understanding of the content of student written and spoken production. In fact, multiple studies have shown that the relationship between human teacher and student is a major driver of the motivation that drives the learning process.

Zhao et al. (2005) found advantages for blended learning (combining elements of online and face-to-face communication) over purely online learning experiences, a finding similar to that of this meta-analysis. Zhao et al. also found that instructor involvement was a strong mediating variable. Distance learning outcomes were less positive when instructor involvement was low.

(US Department of Education, 2010 Pg.74)

An interesting outcome of the emergence of artificial intelligence technologies in the workplace, has been a sharper focus on soft skills such as communicative competence. In order to build compelling arguments around the return on investment for language and communication training, a need has emerged for overarching taxonomies of can-do style outcomes. In this way, learning impact can be empirically assessed to a greater degree.

The advent of big data has led to a situation in which companies have become used to the ability to base investment decisions on objective data. Learning and development departments increasingly build the case for training expenditure on benchmarks such as test results, lesson attendance and engagement with the learning management system. Dashboards have become increasingly sophisticated as a result, allowing a range of visualizations and supporting a range of use cases.

Literature Review

In the introduction, I established the premise that corporate learning and development departments are in need of blended programs that develop communicative competence. But what is communicative competence?

Savignon (1972) described communicative competence as follows: “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.”

This sounds very much like what is required by our human resources stakeholders. We are not looking at precision in language form, but rather the active and functional ability to use language in context. What kind of syllabus could result in such an outcome? Epistemologically, we must see that it is not mastery of a static knowledge set that can result in this dynamic competence.

Reaching an understanding is the inherent purpose of human linguistic communication and is not based on

empirically validated or instrumental knowledge, but rather is based on knowledge that is consensually validated through what Habermas refers to as rational discourse.

Thomas, 2004

Thomas, citing Habermas and Gergen (1999), advances an argument that learning is socially constructed. Essentially, what counts as successful communication is group-determined. From this assertion, it follows that classroom instruction should follow an aligned methodological approach. The British Council states the following: “In a task-based lesson the teacher doesn’t pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.” It is precisely this open-endedness of a good task-based lesson that mimics the demands on corporate learners at the point of work. They know generally which communicative tasks are required of them, whether it be telephoning, attending meetings, giving presentations or making smalltalk, but they cannot predict which language their counterparts will use, or which direction the discussion will take. Communicative success is also heavily dependent on the personality, language proficiency and communicative ability of the people in the room.

Prabhu (1987, pp. 70–1) argued that “task-based teaching operates with the concept that, while the conscious mind is working out some of the meaning-content, a subconscious part of the mind perceives, abstracts, or acquires (or re-creates as a cognitive structure) some of the linguistic structuring embodied in those entities, as a step in the development of an internal system of rules” If we accept this, we can see how task-based learning can provide an inductive learning experience where peers are guided by the trainer toward effective communication in English. It may be necessary for the trainer to input language at critical stages in the setup of a task, or to clarify or reformulate certain problematic utterances along the way, but generally the interaction between learners while completing the task should drive learning.

Another key focus that I established in the introduction was that of engagement in self-paced and blended learning. We know that many organizations are keenly focused on measuring and reporting on engagement as a key performance indicator of successful corporate learning. But how can we ensure engagement? Richards (2011) reminds us that “engagement is an active process, and it is the motivated learner who decides to engage.”

In fact, citing Johnson, Johnson and Smith, Richards appears to suggest that while learning analytics may be digital in nature, trainer-led task-based learning may be the answer:

Possibly the most direct action to improve academic engagement is to make learning activities more engaging by borrowing strategies from the Cooperative Learning movement of the 1990's. Positive interdependence in group work and small group sizes improve opportunities for peer interaction, and active participation in learning activities.

(Johnson, Johnson & Smith, 1998).

Curriculum building and related findings

From the introduction and literature review, it appears clear that in order to address modern requirements for business language and communication training, one must deliver a blended training offer that integrates mobile learning, an analytics dashboard, features a strong trainer-led virtual classroom component and engaging digital practice opportunities. It is also clear that there are certain pragmatic challenges that communicate learning designers must navigate.

Firstly, time constraints. "busy schedules, multiple commitments and limited budgets require that these training programs consume the least amount of time possible." (Thomas, 2004). These are very real constraints are force multiple compromises on the length of placement tests, training syllabus complexity, number of trainer-led sessions and so on. In this sense, successful corporate learning and development programs are masterpieces of negotiation. Indeed the commercial pressures of responding to tenders in time or launching a new product according to an ambitious deadline also bear on the development process. From the conceptual sketching out of curriculum structure, mode of delivery and product components to the quantification and resource allocation process for development, to the actual production of learning material and development of technological elements, time is a constant source of pressure. It is critical that communication remains healthy in the interface between the technology and pedagogy teams. Large scale corporate blended learning innovations involve software development, which brings in The Chief Technology Officer, product owners, user experience designers, data experts and software engineers. The impact of a large project may involve internal restructuring, which generates additional interpersonal and workflow issues.

Secondly, the need for granular, observable outcomes puts a great deal of emphasis on immediately observable

skill development. Longer-term and non-linear development processes, while not explicitly unwanted, risk being overlooked as a result. This reality places a premium on strong key account relationships with clients. Multiple renewals may be required to see the kind of deep progress required by human resources, but with each self-contained course maintaining credibility and delivering on even restricted outcome claims. This process requires clarity of communication between product development and the sales and marketing organizations within the Education Technology company. It is not always advisable to promise proficiency within three weeks.

Thirdly, the social-constructivist mechanism behind successful task-based learning may run up against opposition from those looking for a positivist style list of reliable outcomes such as one may expect from a fire-safety compliance course. Successful communicative competence training places an onus on the participant to actively take part, take risks and leave their comfort zone. For this reason individual learner experiences will differ between courses and those who invest greater energy and focus will generally see a return on their personal investment. This means an unspoken contract between learner and training organization -one that can be backed up by learning analytics data. Essentially, the probability of success can be tracked back to engagement with the course. A strong blended program should enable this discourse with relevant and accessible data linking these phenomena.

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ORIGINAL ARTICLE

The emergence of business enterprise-centred diplomacy

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ABSTRACT

The interconnected dynamics of today's integrated, but increasingly multipolar and heterogeneous global economy have given rise to a new and rapidly evolving framework of conditions with which business enterprises necessarily need to cope with and that carry with them a growing set of complex and innovative challenges. As a result of this deeper integration – which has at its core the (r)evolution in information and communication technologies –, boundaries at its multiple dimensions are being eroded and enterprises are finding themselves operating in an increasingly complex and uncertain environment with gaps and undefined at several levels and a growing set of stakeholders to whom they are accountable to. In order to survive and thrive in such scenario, enterprises need to ensure that business is done as smoothly as possible. Doing so requires adopting not only the best and most innovative management practices but also embracing the centuries old enhanced virtues of diplomacy.

Keywords: Diplomacy; international business enterprises; management; stakeholders; globalization; capabilities.

Diplomacy was for several centuries almost exclusively practised by states, and although there was an evolution in “diplomacies’ stage” and actors involved, giving rise to new forms of diplomacy, these were ultimately under the umbrella of the state apparatus – which traditionally played all roles and ultimately framed all objectives. However, particularly since the last quarter of the twentieth century, business enterprises have been gaining access to the diplomatic arena. This is happening because several of the global challenges international business enterprises are now confronted with are issues and matters of diplomacy (Muldoon, 2005). Today, more than ever, international business enterprises “are confronted with social and environmental demands and are requested to take responsibility for issues of public concern in creating more just and peaceful societies” (Bolewski, 2017, p. 3). Enterprises now need to navigate

through the intricacies of a worldwide multitude of trade and regulatory agreements with a far-reaching impact in defining their industry standards internationally, no matter what their nationality is (Saner et al., 2000). Mounting on top of these dynamics, enterprises are also frequently faced with all types of geopolitical and non-commercial risks such as corruption, social and political instability, armed conflicts, natural disasters, and other internal problems in the host countries. This challenging reality has led most enterprises to enter the world of diplomacy determined to claim a position as diplomatic actor and be a major player in the diplomatic arena (Muldoon, 2005; Ruël, 2013). Quoted by Alison Holmes (2006), Hampden-Turner claims that “Business must also be diplomats to survive in most parts of the world today. Government does not have the expertise or the resources for such information” (p. 22). What this truly means is that enterprises are expected to play a role in tackling the serious challenges our modern societies struggle with, and that national states are no longer capable of dealing with the complexity, heterogeneity and cross-border nature of those challenges by themselves. Sako (2016) shares the same understanding, pointing that the idea governments

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set the rules and businesses follow them is more inaccurate today than ever before and claims that business leaders are expected to be diplomats. According to Sako (2016):

“Business leaders, including technology entrepreneurs, must participate in rulemaking due to deregulation and liberalization, prominent global risks (such as climate change and migration) that do not respect national borders, and digital technology that is spewing new issues requiring new rules. Business leaders are expected to become diplomats.” (p. 33)

This is precisely what most business enterprises are doing, they are already assuming “social and political responsibilities that once were regarded as belonging to government” (Scherer *et al.*, 2009, p. 328). Enterprises are no longer limited to the role of following the rules of the economic game, they are now actively engaged in influencing and writing them to their advantage, establishing the norms that legitimize the conduct of their business. Business enterprises are already involved in providing public goods[†], filling the existing gaps in global legal regulation through self-regulation efforts, and conducting actions to promote societal peace and stability (Scherer *et al.*, 2009). In this sense, business leaders “participate in building institutions which are both formal rules and social norms.” (Sako, 2016, p. 35). As Suchman (1995) points out, enterprises legitimacy derives from conforming to the expectations of a social system and maintaining good relations with key stakeholders, and that includes enterprises proactively managing that legitimacy through efforts that allow the development of new ideas of what a legitimate behaviour is. As Scherer *et al.* (2009) put it, “Some corporations do not simply comply with societal standards in legal and moral terms; they engage in political processes that aim at setting or redefining those standards in a changing, globalizing world.” (p. 328).

Take the example of Facebook, which in 2018 hired Nick Clegg, former UK deputy prime minister and former European Commission trade negotiator and member of the European Parliament, to take over its global affairs and communications team. The hiring came at a moment Facebook faced escalating problems over data protection – most notably the Cambridge Analytica revelations – and the threat of greater government regulation concerning data privacy, online disinformation and hate speech (Parker & Bradshaw, 2018). The motivation for the hiring, according to Nick Clegg, quoted by the Financial Times, was that Facebook must deal with the

thorny questions about how technology is affecting society “not by acting alone in Silicon Valley, but by working with people, organizations, governments and regulators around the world to ensure that technology is a force for good.” (Parker & Bradshaw, 2018). The same is to say that the hiring of the former high rank politician with a profound knowledge in the corridors of diplomacy came as an attempt by Facebook to reinforce its engagement in the political processes aiming at setting or redefining the rules of conduct in an increasingly fast changing, globalizing world. The examples of career politicians experienced in the corridors of diplomacy that have moved into prominent positions in global enterprises are many. Al Gore, vice president of the United States from 1993 to 2001, is on the board of Apple and is a senior adviser to Google. Obama’s first press secretary, Jay Carney, is now a top Amazon executive. At a smaller scale, Parfois, the Portuguese fashion jewellery and accessories brand for women with stores in more than 50 countries, in 2017 hired the former Portuguese Ministry of Economy, António Pires de Lima, to help consolidating its remarkable growth and internationalisation process.

Nonetheless, and regardless of business enterprises incursions into the diplomatic arena, the reality is that when their diplomatic capabilities do exist, they are still underdeveloped (Muldoon, 2005). As an illustration of this underdevelopment, let us consider Facebook’s recent announcement that it intends to launch its own cryptocurrency called Libra – a ‘stablecoin’ running on the Libra Blockchain. Facebook’s announcement was instantly met with criticism and scepticism from policymakers across the world. In the United States the House of Representatives Committee on Financial Services requested Facebook and its partners to immediately halt the development of the ‘stablecoin’ due to concerns over data security, money laundering, consumer protections and potential impact over monetary policy. Facebook is now working closely with regulators in order to find solutions for easing those concerns and get the legitimization – or “license to operate” – allowing it to safely move on with the implementation of the initiative. Another well-known example is Uber, the ride sharing platform application (app) that has failed to prevent bans or partial bans to its operations in cities all over the world – Bulgaria, Hungary, Germany, United Kingdom, Australia, Taiwan, among others. In September 2017 in London, Uber saw the renewal of its operators’ licence denied by the Transport for London[‡] (TfL) on the grounds that “Uber’s approach and

[†]Such as health care, education, social security, and a range of utilities.

[‡]The local government licensing body responsible for the transport system.

conduct demonstrate a lack of corporate responsibility in relation to a number of issues which have potential public safety and security implications" (TfL, 2017).⁵ Uber's lack of engagement with local authorities and other relevant stakeholders in order to develop a more comprehensive and business friendly framework that would legitimize its actions has positioned the company in a perilous course of action that ultimately resulted in the disruption of its activities in several countries.

What these examples show us, is that the nonexistence or underdevelopment of diplomatic capabilities can be highly problematic for business enterprises, since whether they like it or not they cannot avoid, and mostly not afford, dealing with a set of interests, institutions, ideas and rules whose origin and reach now extend far beyond their immediate market domain (Steger, 2003). The recent history and developments of globalization point to the rising importance of diplomacy for business enterprises, nonetheless, and as Muldoon (2005) observes, the truth is that it still remains to be seen just how much influence the new diplomacy of business will have on the centuries old diplomatic practice. It will all depend on how willing business enterprises are to invest in the development of these capabilities if they want to be able to favourably influence and cope with today's fast-changing environment characterised by a growing range of fragmented relationships and complexities. Only by doing so will business enterprises be granted the "license to operate" needed to carry on with their activities without undesired – and ultimately unexpected – disruption.

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⁵Among those issues are the facts of Uber not reporting serious criminal offences by drivers against passengers and also Uber's use of Greyball, a software that can block regulatory bodies from gaining full access to its app and undertaking regulatory or law enforcement duties (TfL, 2017).

ORIGINAL ARTICLE

The Fin de Siècle Heroine with a Special Reference to *Jude The Obscure* and *The Woman Who Did*

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Abstract

The last decade of the nineteenth century, often referred to as the “fin de siècle” witnessed manifestations of a swelling movement for freedom which elicited a change in the manners and morals of women. This spirit of revolt and growing freedom is mirrored in the novels of the period in general, and in those dealing with the woman question in particular. The heroine shakes the dust of the old world from her feet and marshals some advanced arguments against conventional marriage and the laws that govern it. She considers regular marriage as a form of slavery and calls for free love ideals. While in early Victorian novels adultery was under attack, now in *The Woman Who Did*, *Jude the Obscure* and many other “fin de siècle” novels, it is marriage which is under attack. The shattering of the phantom of the angel in the house is complete.

Keywords: Fin de siècle; freedom; home; woman question; regular marriage; free love; emancipated woman; ideals.

Introduction

Queen Victoria’s Jubilee in 1887 was — as many scholars and critics see it — the last occasion on which enough semblance of the old Victorian unity survived to present an imposing facade; the Jubilee may have provided a more significant end to the “Victorian Age” than that of the Queen’s death in 1901. By 1887, the “High Noon of Victorianism” had passed, and although the Queen continued to be very much alive, the “Victorian” epoch was already petering out and “the remaining years, rather than quietly winding up the century, seem to have marked the inauguration of the new one” (Reckitt, 1957-58, p. 269). Dickens died in 1870, Charles Kingsley in 1875, and George Eliot in 1880; Thackeray, Mrs Gaskell and the Brontes were already dead. A number of other famous writers died during this period: Bulwer Lytton and J.S. Mill in 1873, Caroline Norton in 1878, and Disraeli in 1881. At the death of Thomas Carlyle in 1881, Gissing wondered: “Does it not seem now as if all our really great men were leaving us, and, what is worse, without much prospect as yet of any to take their place. Where are the novelists to succeed Thackeray, Dickens, George Eliot? What poets will follow upon Tennyson and

Browning when they, as must shortly be the case, leave their places empty? Nay, what really great men of any kind can honestly be said to have given tokens of their coming?” (Gissing, 1927, p. 92)

Fin de Siècle

The last decade of the century, often referred to as the “fin de siècle period” and the “Naughty Nineties” (Ensor, 1936, p. 1936), was the era that witnessed the publication of *The Yellow Book*, a quarterly magazine devoted exclusively to art and letters which was notorious in its day for its “lubricity”, and famous largely for having Aubrey Beardsley (a celebrated graphic artist of daring, bizarre and often exotic courage) as its art editor and designer. The first number appeared in April 1894. It gave no literary news and published no reviews, and its pages presented the works of artists and writers side by side without introduction or apology. In 1896, Arthur Symonds started *The Savoy*, which ran from January to December on a parallel basis. Both *The Yellow Book* and *The Savoy* were manifestations of a swelling movement for freedom of artistic expression and both represented a reasoned

and intellectual reaction in the direction of French ideals. Though the phrase “fin de siècle” may be associated with particular manifestations of this period in the field of art such as “aestheticism” and “decadence”, it points, in a wider context, to “the preoccupations and phenomena of the last years of the nineteenth century” (Elwin, 1939, p. 31).

From the early years of the decade, “fin de siècle” became a catch-phrase and was applied to “a wide range, of trivial behaviour, provided it was sufficiently perverse or paradoxical or shocking” (Bergonzi, 1970, p. 288), and Holbrook Jackson, in his excellent study of *The Eighteen Nineties* (1913), quotes various entertaining instances of the phrase (p. 32). A school boy who, on passing the gaol where his father is imprisoned for embezzlement, remarks to a chum: “look, that’s the governor’s school” is “a *fin de siècle son*”, a wedding ceremony held in a gas-works and the subsequent honeymoon in a balloon is “a *fin de siècle wedding*”, and a king who abdicates but retains by agreement certain political rights, which he afterwards sells to his country to provide means for the liquidation of debts contracted by play in Paris, is “a *fin de siècle king*” (Jackson, 1913, p. 20).

Side by side with the prevailing use of “fin de siècle”, and running its popularity close, came the adjective “new”. It was applied in much the same way to indicate extreme modernity, and gradually spread until it embraced the ideas of the whole period. Novelty became an object to be sought for its own sake. For the young, any happening sufficiently new was good, and expressions such as “up to date” and “new” came to have special significance. To say a thing was “new” or “fin de siècle” was the highest praise to bestow (Jackson, 1913, p. 21).

Seeking “new” tendencies was not confined to art and letters only. The artistic search was part of a massive internal transformation in the country as a result of the “transition” of the previous decade. In religion, social relations, politics and business, as R.C.K. Ensor writes, “men grown contemptuous of the old ideals were stridently asserting new ones (1936, p. 304). According to G.M. Trevelyan, “In the nineties — the fin de siècle, as the time was called — a change in the direction of levity, if not of laxity, was observed” (1936, p. 581).

New Ideals

Women were becoming more athletic and with the introduction of the bicycle, cycling became not only a practical means of transport, but also a symbol of emancipation.

Women-cyclists were able now to tour the countryside and the long skirts — inappropriate accompaniment for the cyclist — became shorter and was sometimes abandoned for neat suits (Rubinstein, 1977-78, pp. 47-71). In educational and professional institutions, young women pedalled their way to a wider range of opportunities, and highly qualified women such as the “Girton Girl” and the “Lady Doctor” started to emerge, and suitable work and social status had to be found for them. The most discussed phenomenon of this period was the “new woman”.

By the 1890s, the “new woman” began to emerge with a distinct identity. The new sentiments and tendencies of the period elicited a change in the manners and morals of many girls and young women. They were no longer brought up to consider their lives circumscribed by the home. The change from samplers and classrooms to bicycle tracks, skating rinks and lawn-tennis tournaments brought into being fashionable girls with a new spirit who, in their varied search for emancipation, refused to conform to the traditional role of wife and mother.

Conventional marriage for the “new woman” was found wanting, and, as Gail Cunningham (1918) writes, “little better than slavery (p. 10). They chose to work and direct their energies into professional rather than matrimonial achievements, and the financial independence and personal fulfilment gained through work began to seem attractive alternatives to marriage. Radicals, such as Mona Caird (1890), attacked marriage as an institution “of the old order” which converts women from autonomous human beings into objects for the use of others, and sanctions their domestic and sexual exploitation. She also argued that women should have the freedom to love where they would, and, in particular, the right to decide whether and when to have children (pp. 310-330). In 1894, Grant Allen joined the battle denouncing conventional marriage as “a system of harlotry”. He called on women to develop themselves freely and to stop thwarting and sacrificing themselves by “the selling of self into loveless union for a night or for a lifetime (p. 391). Caird and Allen were not the only two writers who tried to shatter the phantom of the “Angel in the House”, who sacrifices herself and her life for others. Even the *Saturday Review* ran, in 1895, a series of articles by “A Woman of The Day” which argued the same case:

The only woman at the present time who is willing to be regarded as a mere breeding machine is she who lacks the wit to adopt any other role, and now she is the exception instead of the rule. (p. 753)

From the early days of her emergence, the “new woman” — sometimes referred to as the “emancipated woman” — was subjected to attack from those who felt themselves to be witnessing the breakdown of the rules traditionally thought to hold society together, including members of her own sex. Prominent among female opponents were Lynn Linton and Mrs Humphry Ward. Linton had been attacking changes in girls’ behaviour, since the 1860s. Now elderly, Mrs Linton remained a formidable antagonist. She described the feminists as “breaking up all the social values—weakening all the foundations of the social edifice”, and drew up “An Appeal Against Female Suffrage” which included about a hundred signatures of prominent women of the period (Stone, 1912, p. 66). Even Queen Victoria herself issued a statement in regard to this “new creature” and to the whole question of women’s rights:

The Queen ... is most anxious to enlist every one who can speak or write to join in checking this mad wicked folly of Women’s Rights, with all its attendant horrors, on which her poor, feeble sex is bent, forgetting every sense of womanly feeling and propriety. (Altick, 1974, p. 58)

But the poor, feeble sex was not without its supporters and champions whose dedication gave impetus to an “emancipation” movement which neither the Royal condemnation nor the taunts and exhortation of Lynn Linton, Mrs Ward and other upholders of the old order could check. It gained momentum, and by the end of the century became more vociferous in its demand for equality and social freedom.

Fin de Siècle Novels

In fiction, the emergence of the “new woman” as a social phenomenon was matched by an increasing interest among novelists in the woman question as a source of artistic inspiration. Writers who “were sensitive to the ideas of the feminist debate, or who were anxious to develop artistically a fresh view of women and sexual relationships could command an increasingly wide and eager audience (Cunningham, 1918, p. 3). Major writers such as Hardy, George Moore, and Grant Allen joined the battle and began to deal with marriage and married life with more frankness and freedom than before. There were open calls for a change in social habits and in the dominant sexual ideology, and central questions of moral and social behaviour were seriously looked into and passionately debated. This spirit of revolt and growing freedom is mirrored in the novels of the period in general, and in those dealing with the fallen woman in particular.

In *Tess of the d’Urbervilles* (1891), Hardy presents his fallen heroine as a “pure woman”, and attacks society’s conventional notions of purity and its unjust moral standards; and argues that society should judge women as Tess not by achievement, but by intention. In George Moore’s *Esther Waters* (1894), the heroine rises, devotes herself to rearing her illegitimate child, wins the sympathy and love of her employer, and the respect and admiration of her seducer who comes back to claim her as his “wife”. At the end of the book, she comes out not only as an example of the girl who is able to retain self-respect, but also of the mother who saves.

In an entirely different spirit, the heroine in most of these novels shakes the dust of the old world from her feet and assumes new features. She is no longer a naive and ignorant girl seduced by one above her in rank, nor a poor girl pushed by necessity to earn her living on the street, but an intelligent and educated girl who gives herself freely to her lover and refuses to marry him. Sue Bridehead in Hardy’s *Jude the Obscure* refuses the “marriage contract” and calls for a free-love ideal, and Herminia Barton in Grant Allen’s *The Woman Who Did*, becomes a martyr, not because she redeems herself from “sin” and repents, but because she opposes society’s views and old attitudes towards her.

Torrents of abuse were poured on the writers of these novels who were described as “petticoat anarchists who put a blazing torch to the shrine of self-respect and feminine shame (Cunningham, 1918, p. 18). In March 1895, a writer in *The Westminster Gazette* (9 March) calling himself “The Philistine”, launched an onslaught on the Sex Mania of the new fiction, and a month later, James Ashcroft Noble, in his articles in *The Contemporary Review*, attacked writers who present men and women as “conduits of sexual emotion”, and praised those who ignore “the details of sexual psychology which are attractive only to unwholesome undergraduates, or to neurotic young women of the idle classes” (pp. 494 & 498).

Though this sudden burst of puritanism may have been the product of an increasing fear among conservative readers about the country’s moral health, the trial of Oscar Wilde, which took place about the time when these articles were published, seems to have been the real catalyst. To many prudish critics and opponents, Wilde was a leading figure and a high priest of “a school which ... sets up false gods of decadent culture and intellectual debauchery” (Fletcher, 1979, p. 15). His trial and imprisonment were seen by them as a defeat of the new spirit and a triumph for moral rectitude. Even H.G. Wells, in his comment in the *Saturday Review* (1896) on the

appearance of *Jude the Obscure* in the aftermath of Wilde's affair, was wrongly led to suggest that:

The pendulum bob of the public conscience swung back swiftly and forcibly. From reading books wholly and solely dependent upon sexuality for their interest, the respectable public has got now to rejecting books wholly and solely for their recognition of sexuality. (p. 153)

Well's generalization about a sudden change in the public taste was too hasty, and the successful sales that *Jude the Obscure* enjoyed a few months later proved him wrong. Hostility to the new spirit of the period was far from universal, and the following year saw two interesting reversals of this short-lived triumph of prudery. While in 1887 Vizetelly had been imprisoned for publishing Flaubert and Bourget, in 1897, Oxford University invited Bourget to lecture on Flaubert, and while in 1891, Ibsen's play *Ghosts* had been hysterically vilified, in 1897, Queen Victoria herself went to see it during the Jubilee celebrations. Reflecting on the change that had come over the public taste, Rhoda Broughton, who had been considered somewhat improper in the 1860s, later wrote: "I began my career as Zola, I finish it as Miss Yonge; it's not I that have changed, it's my fellow countrymen (Lubbock, 1928, p. 25).

Jude the Obscure

Sue Bridehead, the heroine of Hardy's last novel *Jude the Obscure* (1894) revolts against the traditional moral and religious views and marshals some advanced arguments against conventional marriage and the laws that govern it. She criticizes the marriage ceremony as a "humiliating" discrimination against women which allows the man to choose his wife "of his own will and pleasure "while the woman does not choose, but has to be given to him by somebody else like a "she-ass or she-goat, or' any other domestic animal" (Hardy, [1894], 1978, p. 136). To her, the church service has no divine or religious significance, and is no more than a civil undertaking based on "material convenience in householding, rating, and taxing, and the inheritance of land and money by children, making it necessary that the male parent should be known" (p. 167).

Once married, she immediately feels the artificiality of her new social status. As with her earlier objection to the socially and religiously-sanctioned derogation of women as chattel, she now raises another feminist objection to the loss of control over her own body and the tyranny of the traditional sex roles. She feels herself trapped by the "marriage contract" into a nightly degradation in which she has to be "responsive [to her husband] whenever he

wishes" and to "feel in a particular way in a matter whose essence", she tells Jude "is its voluntariness"(p. 169). She sees her marriage to Phillotson as an "adulterous union" in which she has no choice but to submit to the sexual advances of the chamber-officer "appointed by the bishop's license"(p. 163); and feeling a burning desire to retain her sexual independence, she asks to be released from her contract commitment. She tells Phillotson:

I didn't reflect it would be—that it would be so much more than that ... For a man and woman to live on intimate terms when one feels as I do is adultery, in any circumstances, however legal. There—I've said it Why can't we agree to free each other? We made the compact, and surely we can cancel it. (p. 177)

Sue is not only a fallen woman, but that particular object of Victorian abhorrence, the fallen wife. She leaves to join her lover while she is still legally the wife of another man. Even after she and Jude are divorced from Phillotson and Arabella, she refuses to marry him and, like Lyndall in *The Story of an African Farm*, she prefers to have an uncontracted and free union with him. She tells Jude:

I think I should begin to be afraid of you, Jude, the moment you had contracted to cherish me under a Government stamp, and I was licensed to be loved on the premises by you—Ugh, how horrible and sordid! Al though, as you are, free, I trust you more than any other man in the world (p. 205).

She equates love with the fluctuations of desire which sanction the sexual embrace and without which, she believes, a woman prostitutes herself and sacrifices her essential independence. She attacks society for recognizing only "contractual relationships" and calls for the free-love ideal. She says:

In a proper state of society, the father of woman's child will be as much a private matter of hers as the cut of her under-linen, on whom nobody will have any right to question her" (p. 191).

Putting her ideas into practice, Sue finds out that she does not have the courage of her views. She coaxes Jude and encourages his sexual advances, but whenever she is faced with the need to give herself to him or to respond to his emotional demands, she artfully backs down keeping him at a pitch of sexual desire. Admitting her lack of courage and her failure to live up to the ideals she preaches, she tells Jude:

Put it down to my timidity ... to a Woman's natural timidity Assume that I haven't the courage of my opinions. I know I am a poor miserable creature. (p. 191)

It is only when she is pushed by jealousy of her rival Arabella, who reappears unexpectedly on the scene and by her own fear that she will lose Jude, that she finally acquiesces and offers herself to him.

Sue Bridehead is a curious hybrid, a combination of the contemporary spirit of independence and traditional feminine coquetry. She is a model of new womanhood in theory, but in practice a typical female heroine. Though she is critical of the moral and religious orthodoxy, she feels emotionally bound by it, and finds it difficult to break free. As her secret worship of the statuettes of Venus and Apollo shows — symbols of her emancipation from conventional religion — herself professed paganism and rebelliousness against conventions conceal an affinity for social and religious conformity. This co-existence of intellectual emancipation and emotional dependence makes her a divided and contradictory character.

The tragic death of Sue's children comes as a blow which breaks the precarious structure of her divided personality. The moment the children are dead, Sue's very soul despairs and the intellectual framework of emancipation in her breaks down. She blames herself for what has happened, and finds in the atrocity of Little Father time ample evidence of divine retribution for her "immoral" life. She says to Jude:

We went about loving each other too much indulging ourselves to utter selfishness with each other! We said — do you remember? — that we would make a virtue of joy. I said it was Nature's intention, Nature's law and *raison d'être* that we should be joyful in what instincts she afforded us — instincts which civilization had taken upon itself to thwart. What dreadful things I said! And now Fate has given us this stab in the back for being such fools as to take Nature at her word! (p. 268)

Ridden by sexual guilt, she renounces her independence and becomes an embodiment of penitence seeking to atone for her sin. She returns to Phillotson, accepts sex dutifully as a form of self-flagellation, and joins the ranks of fallen sisterhood in what will apparently be a life-long penance for that transgression.

The other fallen woman in the story stands as a complete contrast to Sue Bridehead. While Sue is referred to throughout the novel as a sexless ethereal creature, a "spirit", and a "phantom—hardly flesh" (195), Arabella Donn is presented as an utter carnality. She is a "complete and substantial female animal—no more, no less" with a "round and prominent bosom, full lips, perfect teeth, and the rich complexion of a Cochin hen's egg"(pp. 33-34).

In her first appearance, Arabella attracts Jude's attention by throwing a pig's genitals at him, and all her subsequent actions in the story are consistent with this initial gesture. She seduces Jude, dupes him into marriage by a lie about a non-existent pregnancy, ventures on a bigamous marriage to a second husband in Australia, and later comes back to Jude and persuades him to re-marry her when, as Patricia Stubbs writes, "according to convention, she should, by this point in the novel, have been an abandoned whore dying in the streets (Stubbs, 1981, p. 66). In the final scene of the story, she leaves her dying husband unattended to enjoy an afternoon with another man lined up for her as a prospective husband.

Unintellectual and unconcerned with philosophical questions, Arabella stands as part of the "hot mass" of humanity outside Sue's world. She refuses to adopt Sue's "tragic note" or to indulge in her diatribe against marriage. She accepts man's lower instincts and, as D.H. Lawrence sees her, she stands for the will to live (Lawrence, 1936, pp. 490-496). Like Becky Sharp, she is vital, perennially youthful, self-renovating and indifferent to any law but that of her own self-seeking instincts. She does not rebel against the conventions of her society because she never worries about being bound by them. Moral questions have little bearing on her conduct, and to Jude, who tells her that her bigamous marriage in Australia was a crime, she answers: "¡ Pooh. They don't think much of such as that over there!" (p. 148). Unplagued by Sue's feelings of guilt or her moral scruples, she escapes remorse and self-torture, and while Sue is defeated, Arabella triumphs. We close the book on her well set to become the wife of Vilbert, the physician.

Like *Tess of the d'Urbervilles*, *Jude the Obscure* had had a rough passage before it reached book form. It appeared as a monthly serial in *Harper's Magazine*, and Hardy had to cut and change some of its most vital parts (Watt, 2016, p. 432). Though the change was damaging, Hardy's agreement seems to have been influenced by two reasons: firstly, he wanted to sell the serial rights; secondly, he knew that his true novel, the later generations would read and judge him by, was soon to appear in hard covers. Some months later, when the book came out it stirred up a storm of righteousness and provoked abusive reactions from much of the press. The protest was focused sharply on the sexual theme of the novel, and on its apparent cynical attack on the sacrament and the institution of marriage. *The Pall Mall Gazette* (1895) reviewed it under the heading "*Jude the Obscene*"; *The Athenaeum* judged some of the characters as "nothing less than loathsome and repulsive in the highest degree"; the Bishop of Wakefield publicly announced that he "was so disgusted" with

the book's "insolence and indecency" that he "threw it into the fire (Watt, 2016, p. 433) ; and Mrs Oliphant in her famous article " The Anti-Marriage League" declared that "there may be books more disgusting, more impious as regards human nature, more foul in detail; in those dark corners where the amateurs of filth find garbage to their taste; but not ... from any Masters hand" (p. 138), and accuse Hardy and two other contemporary novelists of forming a sinister league bent on destroying marriage altogether.

In a letter to his friend Edmund Gosse, Hardy expressed his amazement that the book was regarded by some critics as a manifesto on "the marriage question", and protested that the central theme of the novel was overlooked in favour of a secondary theme. He wrote:

It is curious that some of the papers should look upon the novel as a manifesto on 'the marriage question' (although, of course, it involves it), seeing that it is concerned first with the labours of a poor student to get a University degree, and secondly with the tragic issues of two bad marriages, owing in the main to a doom or curse of hereditary temperament peculiar to the family of the parties. The only remarks which can be said to bear on the general marriage question occur in dialogue, and comprise no more than half a dozen pages in a book of five hundred I suppose the attitude of these critics is to be accounted for by the accident that, during the serial publication of my story, a sheaf of "purpose" novels on the matter appeared. (F. Hardy, 1962, p. 5)

Hardy's claim is disingenuous and no more than an attempt to deflect criticism. Clearly, the novel is concerned with the marriage question in more than a casual way. Marriage is attacked throughout the book as the cause of suffering not only for the central characters but other marginal figures as well. Marital happiness is absent, and evidence against the institution of marriage is piled up relentlessly. Even those who express support for it do so in terms as damaging as those who speak against. Arabella advises Sue to marry Jude because:

Life with a man is more business-like after it, and money matters work better. And then, you see, if you have rows, and he turns you out of doors, you can get the law to protect you, which you can't otherwise, unless he half runs you through with a knife, or cracks your noddle with a poker. And if he bolts away from you-I say it friendly, as woman to woman ... you'll have the sticks o' furniture, and won't be looked upon as a thief. (p. 213)

Even Hardy himself, once the critical storm aroused by the publication of the book subsided, went back to

reaffirm his views on the subject. In his postscript to the 1912 edition he wrote:

My opinion at that time ... was what it is now, that a marriage should be dissolved as soon as it becomes a cruelty to either of the parties —being then essentially and morally no marriage—and it seemed a good foundation for the fable of a tragedy.

The Woman Who Did

The heroine of Grant Allen's *The Woman Who Did* (1895). Like her rebel sisters who figured prominently in the works of many major and minor writers in the second half of this decade, Herminia Barton not only rejects marriage as "slavery", but condemns the whole idea of setting up a domestic union with a man. Although she gives herself freely to her lover, she refuses to join him, keeps a separate lodging, and earns her own living. Possessed by a sense of mission to regenerate society, she refuses to yield to pressure, or to compromise with her principles, and devotes herself to fulfilling her beliefs and raising her illegitimate child.

At one of her garden parties, Mrs Dewsbury introduces Alan Merrick, a rising young barrister, to Herminia Barton, the daughter of the Dean of Dulwich and a former Girton student, with the words:

He's one of your own kind, as dreadful as you are; very free and advanced; a perfect firebrand. In fact, my dear child, I don't know which of you makes my hair stand on end most. (Allen, 1895, p. 5)

In her first speech Herminia expounds her views on female emancipation and explains that her interest lies in social and moral emancipation far more than in the merely political. She tells him also that she left college without a degree because:

The whole object of the training was to see just how far you could manage to push a woman's education without the faintest danger of her emancipation. (p. 6)

Impressed by the girl's convictions, her frank and fearless glance, and by her beauty, Merrick "who respected human freedom above all other qualities in man or woman, was taken on the spot by its perfect air of untrammelled liberty" (p. 4).

Disregarding conventional practices, Herminia invites Merrick to visit her freely at the cottage where she lives alone. And, heedless of gossip, they proceed to spend day

after day in each other's company. One afternoon, Merrick, after some amorous advances, declares his love for her. Herminia responds immediately by declaring hers too, but when he whispers in her ear "dearest how soon may we be married", she cries "never", and with a flush of horror and shame she explains to him that after all she has tried to make him feel and understand, he ought to have known that to her, regular marriage is a form of slavery, an assertion of man's supremacy over woman which she, in her role of emancipator, cannot subscribe to. It would be easy, she adds:

to do as other women do; to accept the honourable marriage you offer me, as other women would call it; to be false to my sex, a traitor to my convictions; to sell my kind for a mess of pottage—a name and a home; or even for thirty pieces of silver—to be some rich man's wife—as other women have sold it. But, Alan, I can't. My conscience won't let me. I know what marriage is—from what vile slavery it has sprung; on what unseen horrors for my sister women it is reared and buttressed; by what unholy sacrifices it is sustained and made possible. (p. 39)

She proposes that they share together a free unsanctioned union in which she can yield herself to him out of love rather than of obligation: "take me and do as you choose with me. That much I can yield But more than that—no. It would be treason to my sex. Not my life, not my future, not my individuality, not my freedom" (pp. 39-40).

Unconvinced by her arguments and worried about what society will say about such a union, Merrick advocates a series of compromises, but Herminia rejects them summarily with the ultimatum that he must choose either to accept her terms or they part forever. Merrick gives in. A week later, in an unceremonial fashion, they celebrate their union. Herminia dressed from head to foot in a simple white gown, opens the door of her cottage to receive the man of her free choice. As she advances to greet him, Merrick holds her in his arms and kisses "her forehead tenderly", and the self-made ceremony is soon concluded with the author's comment "thus consummated" (p. 78). They continue to live separately, and Herminia keeps her job as a teacher. Neighbours on her street find Merrick's visits most unusual, but, as Allen writes, Herminia was "too free from any taint of sin or shame" to "suspect that others could misinterpret her actions To the pure all things are pure" (pp. 79-80).

Merrick, however, is not unaware of the talk they are creating. When Herminia's pregnancy begins to be noticed, he decides that she should resign her job and that they

should go abroad. After some unsuccessful attempts at dissuading him, she yields, as we are told, to his "masculine judgement".

In Italy, Merrick dies of typhoid. Heart-broken Herminia stays to have her baby which turns out to be a girl. Merrick's death has left her rudderless and, admitting the failure of her mission, she returns to England and passes herself off as Mrs Barton. She devotes herself to her daughter who, she hopes, will espouse the cause of woman's emancipation, and will succeed where she has failed. To this end, she scornfully rejects all offers of financial aid from Merrick's stern father who shows no respect for her ideals. "The child who was born to free half the human race from aeons of slavery", she believes, "must be kept from all contagion of man's gold and man's bribery" (p. 164).

To her mother's disappointment, Dolly grows up accepting the conventional beliefs of others and shows admiration for birth, wealth and position. She shows no sympathy with her mother's ideals, and her one aim in life as she grows older is to get married as quickly as possible. She falls in love with Walter Brydges, a handsome fellow with all the glamour of a landed estate and an Oxford education, and gets engaged to him, but their engagement breaks when gossip about her illegitimacy reaches her ears. Stunned by what she hears, she returns home to demand the truth of her mother, who tells her all. Dolly rejects her mother "you are not fit to receive a pure girl's kisses" (p. 227), and goes to seek a home with her paternal grandfather.

Herminia, learning that she is an impediment to her daughter's happiness, resolves to kill herself. To Dolly, she writes a letter explaining that her goal has been to be a martyr for her principles:

I set out in life with the earnest determination to be a martyr to the cause of truth and righteousness ... I have fought a good fight; I have finished my course; I have kept the faith I started in life with. Nothing now remains for me but the crown of my martyrdom. (pp. 238-239)

She puts on the dress she wore on her self-made bridal night, lays flowers on her bosom, and puts an end to it all by drinking a phial of prussic acid. The book closes with Allen's comment "Herminia Barton's stainless soul had ceased to exist for ever" (p. 241).

As the above outline of the plot shows, Allen's attack does not focus on society's treatment of those who break its moral code by seeking love outside marriage as much

as on the existing morality which upholds marriage as a sacred institution. Like her rebel sisters of the day, his heroine and mouthpiece Herminia Barton believes that marriage should be sanctioned by love rather than social forms, and that personal relations have a better chance of success when the element of compulsion is absent. She rejects the "marriage contract" as an "absurdity" which makes a legal obligation of "what no human heart can be sure of performing" (p. 41), and vows never to marry because she finds the marriage institution in itself repugnant:

I know on what vile foundations your temple of wedlock is based and built, what pitiable victims languish and die in its sickening vaults. (p. 46)

She defies the moral conventions which brand her as "fallen", and she sees herself as a genuine pioneer of female sexual freedom:

Here, of my own free will, I take my stand for the right, and refuse your sanctions! No woman that I know of has ever yet done that. *Other women have fallen, as men choose to put it in their odious dialect: no other has voluntarily risen as I propose to.* (p. 46)

Though in her opinions Herminia stands as an animated compendium of every feminist idea in circulation, she is in everything else, as A.O.J. Cockshut writes "very near to the Victorian ideal womanly type" (p. 127). Her attack on contemporary social and moral conventions, and her talk of independence and freedom hide beneath an almost entirely traditional ideal of femininity. Her rejection of the marriage tie does not imply a "rejection of the ideal of a monogamous relationship" nor does it in anyway "challenge woman's traditional role in relation to man". She is, as Allen writes:

woman enough by nature to like being led. Only, it must be the right man who led her, and he must lead her along the path that her conscience approved of. (p. 56)

She regards celibacy as a cruel and wicked misfortune (p. 181), welcomes motherhood as woman's true vocation, and, like Esther Waters, lives exclusively for her child.

Allens saw himself as an "enthusiast on the Woman Quest", (A.R. Cunningham, 1973-1974, p. 181) a leading advocate of woman's emancipation, but his views in all directions were startlingly advanced for his time. No publisher showed interest in his completed novel, as it was so contentious, and Allen, according to Edward Clodd, "threatened to destroy the manuscript" (p. 154), but it was rescued by John Lane who agreed to publish

it. In an announcement about the book, Allen wrote that the novel was written "wholly and solely to satisfy his own taste and his own conscience, and with no eye to the approval of Mrs Grundy" (Fawcett, 1895, p. 625), and wrote to his friends begging their help in publicising it:

If it fails to boom, I go under forever. I hope, therefore, you will talk about it to your friends, no matter how unacquiescently. It is a serious crisis for me and only a boom will ever pull me through. (Clodd, 1900, pp. 156-166)

The book proved an immediate success and ran through at least twenty editions in its first year of publication, earning its author a great deal of money and the envy of some of his contemporaries. In his diary, Gissing wrote on June 6, 1885, "Grant Allen told me he is drawing £25 a week from *The Woman Who Did*", and will soon have had £1000. (Coustillas, 1978, p. 375). Critics on both sides were perplexed and disgusted. Mrs Oliphant, aghast at the success of the book, pleaded with the public to restrain itself. "The twenty editions of Mr Grant Allen", she wrote, "are not a joke to be laughed at in society, but a shame to society" which encourages "the most trumpery of productions (1896, p. 145) While M.G. Fawcett was afraid that the book's attack on the institution of marriage and its argument for free union as a viable alternative for emancipated women would give the suffrage campaign a bad name, and she described the story as "feeble and silly to the last degree", dismissed its author's claim to be writing in support of the Woman's Movement, and condemned him as "not a friend but an enemy" of the Movement (1895, p. 630).

What distinguishes the book from the works of other contemporary writers of the period is Allen's exaltation of his fallen heroine and raising her to a saintly status. He praises her for defying the conventional moral codes of society, and transmutes her from victim into a martyr. He continually reminds his reader that this is to be her fate, and puts innumerable speeches to that effect in her own mouth "It never occurred to me to think ... my life could ever end in anything else but martyrdom" (p. 42). Even her lover, Merrick, refers to her as an "angel whose white wings, he felt himself unworthy to touch with the hem of his garment"(p. 52). Though the visual implications of Allen's metaphor may bring into mind Mrs Gaskell's presentation of *Ruth*, the change in the moral climate between the periods that these two novels represent is complete. While in *Ruth* (1853) adultery was under attack, now in *The Woman Who Did* and many other "fin de siecle" novels, it is marriage which is under attack.

Conclusion

The devaluation of virginity in many novels of the period to the level of a technical rather than an absolute measure of purity brought about an integration in the late Victorian novel — especially the novels of the last few years of the century — between the character of the traditional “meek obedient woman” and that of the “new woman”. Many heroines who fit into the conventional Victorian category of “depraved”, “outcast” or “impure” are identified as “new emancipated” women. They are no longer the degraded and broken heroines who deserve pity and sympathy, nor can they be dismissed as “depraved” or “impure” but “emancipated” heroines with liberal ideals who are meant to win the reader’s admiration and approval. Through this association, the image of “the angel of the house” who must be protected and shielded is now outdated and utterly quashed. The new century brought a new world and new approaches to the woman question of the relation of the sexes.

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Transnational education: Developing graduates in Malaysia for a globalized world

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Abstract

In recent years we have seen the establishment of a number of international offshore campuses in Malaysia and Singapore which in turn has spurred the growth of transnational education (TNE) offerings in the region. In Malaysia, TNE was facilitated by the introduction of the Private Higher Educational Institutions Act 1996 or Act 555, which provided the governing framework for the privatization of higher education in Malaysia (Sivalingam, 2006).

In this paper we ask whether transnational education as practiced in Malaysia has a particular contribution to one aspect of the student experience – preparing graduates for an increasingly globalized world. We considered the contribution that internationalization of curriculum and the international experience staff bring to the development of graduate capabilities suited to a globalized world. The opportunities that transnational education bring to the learning experiences of students were studied through an examination of approaches to teaching adopted by the academics delivering programs. The paper reports on an empirical study conducted in Australia and on transnational campuses in Malaysia to illustrate the extent to which current educational practice equips students to operate beyond national boundaries and suggest what needs to happen in order to realize the potential of transnational education for preparing students to operate in a globalized environment.

Keywords: Globalization, transnational education, internationalisation of curriculum, branch campuses

Introduction

Accepting the assertion of President Clinton of the United States, that “Globalization is not something that we can hold off or turn off. It is the economic equivalent of a force of nature, like wind or water” (U.S. Government Information, 2000), this paper is concerned with the contemporary higher education imperative to produce graduates capable of operating in an increasingly globalized world. The form of globalization is, however, dynamic, with implications for educational institutions

preparing graduates for a globalized world. Baldwin states:

This future is coming incredibly fast and in ways few people expect. The ‘old’ globalization was about things we make. The future globalization will be quite different: it will also be about things we do. ...We need to prepare ourselves for the future of globalization by building up skills. (Baldwin, 2019, p.3)

Preparing students for a globalized world is a mission taken on by many universities as is indicated by the fact

that QS university rankings, incorporates in its measures the international experience of academics (University Alliance, 2014). This paper is focused on one form of provision of higher education, transnational education, and looks at both theoretical potential and current practice based on an empirical study.

Key concepts – transnational education, internationalisation, globalization

A report sponsored by the British Council and the German Academic Exchange Service refers to 'TNE terminology chaos' (Knight and McNamara, 2017, p.1). The meaning of transnational education adopted in this paper is an established one. Transnational education refers here to an arrangement in which a student studies for an award granted by a university based in a country other than the country in which the student is studying (Global Alliance for Transnational Education, 1997, p.1). Transnational education is expanding while modes of delivery and policy approaches continue to evolve on a country-by-country basis (McNamara, Knight, & Fernandez-Chung, 2013). There is a range of motives for increased engagement in transnational education. China, for instance, has been said to use transnational education for academic capacity building and knowledge transfer from foreign partners. Malaysia, on the other hand, looks to international student recruitment and transnational education as a source of revenue (McNamara, Knight, & Fernandez-Chung, 2013).

Numerous organisational arrangements for transnational education are possible from branch campuses to partnerships, franchises, mutual recognition of awards, study abroad and student exchange programs, and distance education. The term transnational education, then, embraces a range of possibilities with many terms being employed to describe them; 'over 40 different terms are being used to describe international programme and provider mobility' (Knight and McNamara, 2017, p.1). The present paper relates the branch campus model of transnational education. 'The last decade has seen a steady increase in the number of branch campuses and the development of internationally co-founded and joint institutions' (Knight and McNamara, 2017, p.7). The way in which educational decision-making plays out in this form of transnational education is pertinent to the present paper. The classification framework provided by the British Council and the German Academic Exchange Service distinguishes two major approaches to transnational education:

1. Independent transnational education provision in which the foreign higher education provider is

primarily responsible for the design, delivery and external quality assurance of their academic programmes and qualifications being offered in another country.

2. Collaborative transnational education provision in which a foreign higher education provider and host country provider work together on the design, delivery and/or external quality assurance of the academic programmes.

The empirical component of the present study was undertaken on Malaysian transnational campuses of two Australian institutions, where the arrangement falls essentially in the first category of transnational education. This, however, does not mean that all educational decisions are made offshore; indeed, arrangements differed by program and ranged from foreign institution control of curriculum, teaching strategies and assessment to various forms of shared decision-making, and, in some instances, to local generation of programs (Mazzolini, Yeo, Giridharan, Goerke, Ling, and Lueckenhausen, 2012).

Internationalisation of higher education referred in the 1990s to specific initiatives such as inclusion of 'international studies, international educational exchange and technical cooperation' (Knight, 2004). The concept has broadened to 'the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study' both for domestic students and for 'foreign' students (Leask, 2009, p. 209).

Globalization and global interconnectedness have had a range of impacts on higher education. Features of the globalized environment that impact on higher education include: professionals engaging with one another in a fast and efficient manner across borders; and 'the demand for higher education and courses and programs that offer skills and knowledge and competencies that have currency in the job market in a globalized world' (Van Damme, 2011, p.2). The skills and knowledge required with changes in the global environment. Baldwin (2019) sees a future in which 'Digital technology is making it possible for 'tele-migrants' sitting in one country to do things in another country' (p.3). Responses to the globalized environment include: 'the proliferation of a number of higher education partnerships and arrangements between institutions across countries'; and 'institutional missions that includes the notion of preparing students for a globalized world' (Chow, 2013). An issue that arises is how well these international institutional arrangement prepare students for life and work in a globalized environment.

The issue and research question addressed

The specific issue addressed in this paper is 'how well does transnational higher education as practiced through transnational campuses in Malaysia contribute to the preparation of students for life and work in a globalized world?' In working towards an answer we ask 'what could this form of transnational education potentially contribute?', 'what is the current practice?' and 'what would need to happen to realise the potential?' In exploring these questions we examine the form of internationalisation adopted by transnational campuses, curriculum design arrangements and the teaching practices adopted by academics involved.

Potential of transnational education to contribute to the preparation of students for a globalized world

Transnational education by definition involves provision of education in more than one country. Hence academics at transnational education campuses have to consider more than one national context.

Students on transnational education campuses can be exposed to alternative cultures, more than one understanding of concepts, to alternative forms of learning and teaching practice, and to diverse learning environments.

Transnational education has the potential to offer students the opportunity to attain graduate attributes that home universities are working towards. For instance, 'Global citizenship' is an attribute that is fairly common across Australian universities (Barrie, 2009, p.28). At transnational campuses, students in engineering courses that include engineering site visits as part of the course experience may conduct virtual visits of engineering sites in Australia involving advanced technology, as well as conduct physical site visits in transnational campus countries to consider issues from a variety of standards and practices. With the introduction of new technologies on the uptake in most Australian campuses, the opportunities for a range of multicultural perspectives and cross-cultural experiences may gain more traction. 'Cultural understanding' is another graduate attribute that transnational campuses can contribute towards utilizing their diversity of students and faculty and active inter-flow of ideas and views. Contextualisation of courses could assist in developing this graduate attribute. Internationalized curricula that is focussed on student learning is characterized by two central criteria; one is that, it will transpire within the setting of different cultures and

practices of the disciplines, and further that faculty that are yet to gain knowledge of internationalized curricula and skills will be supported by expert facilitators for defining intended internationalized learning outcomes and would assist all students to achieve the learning outcomes (Leask, 2014).

Internationalisation and globalization

The research element of this paper is informed by the concept of transnational education, discussed above, internationalisation of education, and the concept of globalization in relation to higher education. The empirical element of the paper, and the exploration of current practice, is based on an Australian Office for Learning and Teaching project *Learning without borders*, which was conducted by the authors (see Mazzolini et al, 2012). The project focused particularly on the provision of higher education through transnational campuses.

The project was charged with recommending approaches to international and cross-cultural teaching excellence in a transnational education context, which is pertinent to the present topic, i.e., the preparation of graduates for a globalized world.

Research methods employed

Methodologically, a case study approach is taken in this paper (Yin, 2013) with a view to adding to the understanding of the potential of the type of transnational education addressed, to contribute to preparation of graduates for a globalized world. Taking a case study approach means the findings are an interpretation, and conclusions reached may not be generalisable to other contexts. While data collection has included responses from academics engaged in a range of transnational education categories, the focus of the study reported here has been on the Australian campuses and the Sarawak, Malaysian campuses of Curtin University and Swinburne University of Technology.

The methods employed in exploring the research questions included the following: web searches, review of policies and procedures, surveys using questionnaires, and conducting individual interviews and focus groups.

Firstly, transnational education policies and procedures of the institutions participating in the study, were used to identify arrangements established for the provision of transnational education and policies on internationalization, including internationalization of curriculum. An

online survey with 22 items addressed the understanding of internationalization, and of internationalization of curriculum, and learning and teaching practices by involved academics. The questionnaire investigated experiences in working in offshore locations and views on what worked well and what did not. Sixty four (64) completed questionnaires were received from respondents.

Additionally, individual interviews and focus group interviews were conducted to further explore the experiences of academic leaders working in a transnational education context, and understand their views on how transnational education and internationalisation policies and procedures could best address internationalization of curriculum.

Individual interviews were conducted with thirty two (32) academic staff who held senior positions and were in leadership roles at Curtin and Swinburne university, located at both the home and transnational campuses.

In addition, Four (4) focus group interviews were conducted on the Malaysian campuses in conjunction with project workshops. The student learning experience element of the research questions was addressed indirectly using observations of transnational campus academics and by comparing policies, procedures and practices with opportunities for contextualisation of learning and assessment. The paper is informed by the range of data derived and the extracts from responses quoted in this paper are derived from interviews.

Current practice – findings

The study reported on here gathered data from home campus and local academics and institutional leaders engaged in transnational education delivery, mostly through branch campuses. The delivery includes face-to-face input by academics based at a home campus and substantial delivery by local academics. In all cases a balance had to be struck between home and local academics on educational decision-making; in particular who specified the intended learning outcomes and who determined the curriculum content, the learning and teaching methods, the design of learning resources, the assessment tasks and assessment grades.

Theoretical Constructs

The term locus of control is used in the project in an organisational sense describing possibilities for division

of responsibilities in TNE between staff on the home campus and those on transnational campuses.

The term locus of control is also used in psychology to refer to the impact on an individual's behaviour of the individual's understanding of whether a matter is within one's own control or is controlled externally to the individual.

While the expression locus of control is used in the project to describe/categorise TNE situations, the impact on individuals involved in can depend, at least in part, on their understanding of whether particular TNE decisions are within their area of control or are external to them.

Rotter (1966) postulated that when individuals believed that the results of their behaviour were governed by destiny or by powerful others, it indicated that they believed in an *external locus of control*, whereas when individuals thought that they themselves were responsible for the consequences of their behaviour, they believed in an *internal locus of control*. In the context of TNE, from a transnational campus perspective 'locus of control' could be interpreted as the power or control, unit coordinators and course coordinators at home campuses exercised for quality assurance in the delivery of units and courses at offshore campuses. From the empirical data gathered from transnational campus academic staff in the ALTC-Learning without borders project, younger academics who had little exposure to teaching in international higher education settings, in particular, believed that the unit was not in their control as opposed to mature and more experienced academic staff at transnational campuses who had worked internationally in higher education settings. The social learning perspective referred to by Rotter (1966) could be seen to be in play here. It could be claimed that individuals who had higher *internal locus of control* took more responsibility for the successful delivery of units at the transnational campuses, than individuals who believed that successful delivery of the units rested mainly with unit coordinators based at the home campus. This may also be relevant to leadership abilities among transnational campus academics. Academic staff who demonstrated leadership capacity, discerned via statements gathered in the empirical data, could be seen to have higher *internal locus of control*.

In the cases studied we found a variety of approaches to the balance of decision-making. We divided these into four broad approaches: home institution control; limited transnational campus control; distributed control; and local campus control. How these approaches played out in practice is detailed below.

Under the home institution control model, curriculum design, learning resources and assessment were determined by home campus academics and were the same for students at any location. It might be substantially delivered by home campus academics on a fly-in-fly-out basis, with some local tutors, or might be delivered by local academics under guidance from the home campus academics.

At the transnational campus end a local academic stated:

The package come with all the outcomes, assessments, PowerPoint slides and other documents, I went over the whole thing and modified a little bit.

This model was applied mostly in undergraduate programs during the initial stages of branch campus operations at both Swinburne and Curtin.

In the limited transnational campus control model, the program is substantially delivered by local academics, maybe with some visits from home campus staff. There were opportunities for contextualisation of learning activities and/or assessment items. Assessment or a sample of assessment is moderated by home campus academics. In engineering, for example, a Deputy Dean on the home campus stated:

We're really striving to say that the two programs are equivalent but you don't have to be identical. So for example, in engineering, codes of practices are quite important and the Malaysians will use their codes of practice there but also cross reference with our ones as well. They'll use some of the design examples which are more about the Malaysian context than an Australian context.

In this model local input may be modest. In the experience of a transnational campus Unit Convener:

Staff may introduce their way of presenting but by and large the content of the teaching material comes from [the home campus]. Staff are free to present it in their own way. Staff have absolute freedom to do what they want but must conform with material and content.

The limited transnational campus model was applied in the undergraduate programs after two or three years of running the course and the home campus unit coordinators had been working with transnational campus unit leaders.

Programs under the distributed control model are substantially delivered by local academics. Elements of the curriculum along with learning resources might be designed locally. Learning and teaching activities and

assessment can be contextualised. Local educational decisions are constrained only by an obligation to attain the same learning outcomes. This model may include sample assessment moderation by the home institution. A home campus Deputy Dean provided a picture of the way this plays out:

Before the start of semester we each swap our unit outlines across to ensure that our assessment for example is compatible, our learning objectives are compatible. They will provide to us with what their major assignment is, or what their exam is and we'll just QA (quality assure) that and say "yep, that's ok".

A local campus Unit Convener described the operation in these terms:

I get some material from Australia, like unit outline, slides, etc., I generally just take it as guideline and I develop my own material, my own unit outline, and then I get approved, get suggestions from my counterpart. Teaching method also, I adopt my own.

Local campus control sometimes applies. Here the curriculum and delivery decisions are determined by local academics subject to accreditation by the home institution. This could be an award, a major study or an elective offered on the local campus only. In some cases these studies might be taken by home campus students though 'study abroad' options. Only a couple of instances were found in this study. A major entitled 'Borneo Studies' developed on the Curtin University Sarawak campus provides an example. One branch campus Unit Convener reported 'we are not entirely free of curriculum development responsibilities'.

In the distributed control model the international campus is considered as a mature campus by the home campus and relationships between the home campus and transnational campus are often shaped by structures and standards demanded by qualifications agencies and professional accrediting bodies in both countries. For example, TEQSA (Tertiary Education Quality Standards Agency), the body that states that students studying in Australian campuses, whether they are home campuses or transnational campuses, must have similar learning experiences. This ensures comparable quality of programs and delivery systems. In addition, the transnational campuses have to adhere to standards set by their home countries. The Malaysian Qualifications Agency (MQA) often requires offshore campuses to demonstrate autonomy in all the academic processes such as development of new courses to cater to regional needs, involvement of academics at the transnational campus in developing

curriculum, assessments, and grading systems. This allows for academic growth and potential for collaborative working models to be developed through the distributed control model. In current higher education contexts in which there are changing expectations for student outcomes and accelerated technological advancements, graduates require specific skills, awareness and knowledge to successfully traverse a challenging and interconnected world (Williams & Lee, 2015).

At Curtin University, there are attempts to engage with students across the transnational campuses through the use of distributed learning which sees joint facilitation of learning and teaching sessions in real-time with the campuses being in the same time zones. Understandably, these engagements require academics to be cognizant of intercultural pedagogies.

Academics interviewed indicated that the locus of control adopted had an impact on the student learning experience. This could be pertinent to preparing students to operate in an increasingly globalized world. Students on transnational education campuses studying for an Australian award have their horizons broadened. However, a high level of home determination of curriculum content, educational resources, teaching and learning activities, and assessment items and grading can disadvantage students at transnational education locations who are unfamiliar with the Australia context of the learning design. From the point of view of transnational students some localised content and learning activities, along with some local assessment items, may be more pertinent allowing account to be taken of the experiences and context of local students, which is desirable if one adopts a constructivist understanding of learning processes. Some transnational campus adaptations may

also prove pertinent to internationalisation of curriculum on the home campus. Consequences for student learning are summarised in Table 1.

Realising the potential – discussion

The opportunity to realize the potential for preparing graduates for a globalized world depends on working toward internationalization of curriculum in its fullest sense at campuses at home and overseas. In transnational education it is also best facilitated where students experience a mix of local and home campus content and learning activities, assessed in a manner that respects the local context while meeting the requirements of the awarding institution, the home campus. This aligns with the Malaysian Qualifications Agency requirement of evidence of local educational decision-making (Malaysian Qualifications Agency, 2010, Section 2).

Each of the approaches to educational decision-making that we encountered has the potential to make a contribution to widening the knowledge-base and the cultural experiences of students beyond that experienced by students based only at a home campus. It is, however, the approaches that allow for some contextualisation of learning resources, learning activities and assessment that offer most in preparation of graduates for a globalized world. It is approach two – limited local input – and particularly approach three – distributed control – that best provide an internationalised experience for students. Approach four – local campus control – can provide a powerful international experience for home campus students undertaking it on a study-abroad basis but this model does little for local students on a transnational education campus apart from providing an element of

Table 1: The locus of control and the student learning experience

The locus of control	Consequences for the student learning experience
1. Home institution control	Learning experiences are not tailored to the experience and context of local students, which may disadvantage students on the transnational education campus. The arrangement does provide local students with learning experiences derived from a different culture.
2. Limited transnational campus control	The unit and assessment are the same regardless of whoever delivers the unit. Learning and teaching activities may be contextualised to be more relevant to local students. As learning and teaching activities may be adapted learning outcomes must be demonstrated to be equivalent to those attained by home institution students, usually achieved by using the same assessment. Local students engage in learning experiences related to both the home campus culture and the local culture.
3. Distributed control	Learning experiences can be tailored to local students. As learning outcomes must be equivalent to those of students at the home campus they will usually involve an element of Australian content. Local students then engage in learning experiences related to both the home campus culture and the local culture.
4. Local campus control	Learning experiences can be tailored to local students. For local students the experience may be less globalized than curriculum controlled by the home campus. For students from the home campus taking the studies on a study-abroad arrangement this approach could provide a rich international learning experience.

their program that provides a better appreciation of their own context.

Conclusion

Internationalisation of curriculum, understood in its widest sense, is designed to prepare graduates for a globalized world. For students on home campuses and transnational education campuses available resources can be used to internationalise the student learning, for example, by actively sharing experience of international staff and international students on campus and using student exchanges and study abroad opportunities as well as engaging in online interactions. This is most often achieved via the learning management systems that home and transnational campuses share for learning and teaching delivery as well as the opportunities presented during academic visits to home and transnational campus academics.

The task in this paper was to address the question 'how best can transnational higher education operations contribute to the preparation of students for the life and work in a globalized world?' We looked at the potential of transnational education to contribute and noted that by definition transnational education involves students in an international learning context. It can expose students to alternative cultures, to more than one understanding of concepts, to alternative forms of practice, and to more diverse learning environments. We then looked at practice in transnational education with particular reference to provision of transnational education through offshore campuses and noted that the diversity of the students' learning experiences on transnational education campuses depended, at least in part, on the locus of control; where decisions about curriculum content, learning resources, learning activities, and assessment were made. Approaches to transnational education that allow for local contextualisation of the learning experience along with elements of curriculum meeting the requirements of the awarding institution, the home campus, offer the best prospect of preparing graduates for a globalized world.

The limitations of this study need to be acknowledged. It is based largely on the experience of delivery through two transnational campuses. Transnational campuses, which engage academics under the auspices of the awarding institution, provide an environment in which local decision-making can readily apply. However, delivery through transnational campuses models or via other forms of transnational education – such as direct delivery by academics from a home campus, partnerships, franchising

and particularly study-abroad schemes – may be associated with other opportunities for preparing graduates for a globalized world.

On the basis of the study reported here we conclude that the development of global citizenship can be realized through utilizing the resources provided by the home and transnational education campuses, inputs provided by staff and students with international experience, by extending the classroom to embrace the world beyond, and in relations between home and transnational campuses, and by adopting a distributed model of control of curriculum and teaching and learning activities.

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Paradigm Shifts in Language Acquisition and its Application in the Present Scenario

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Abstract

Language is both the 'medium' and the 'manner' of education. It enables the process of teaching and learning to take place; and one of the principal goals of education is the development of students' ability to use language. Learning in all subjects involves comprehensibility of the use of language adapted to develop particular areas of knowledge and expertise. The focus is mainly concerned with spoken language. It is examined interaction between teachers and learners and interaction amongst learners. But before focusing on talk in educational settings, it is imperative on our part to consider the use and functions of language, and its relationship to a student's thinking, in a more general way.

Keywords: Comprehensibility, Education, Interaction, Language.

Introduction

A **socio-cultural** perspective on language and learning reflects a particular view of how language and social interaction are involved in the processes of development and learning. With this viewpoint of perspective, education and cognitive development are seen as cultural processes, whereby knowledge is not only possessed individually but shared amongst members of communities; and understandings are built by people jointly, through their involvement in events which are shaped by cultural and historical factors. Language acquisition and use is seen as having a profound effect on the development of thinking. The development of the thought process to some extent depends on the language acquired. But some view that we cannot understand the nature of thinking, learning, and development without taking account of the intrinsically social and communicative nature of humans.

Meaning Of 'discourse'?

Hicks (1995) points to the importance of the notion of **discourse** in recent socio-cultural context. Discourse is a key

factor in contemporary work in the social sciences and its meaning varies according to the particular theorists that researchers draw on. For example, in applied linguistics research, discourse is often used to refer to a stretch of language – spoken or written – in context (Crystal, 1997). In contrast, for many social theorists, notably post-structuralist social philosophers such as Foucault (1980), discourse refers to socially and historically situated domains of knowledge or ways of construing the world. In the first reading, Hicks emphasises the work of researchers on language who aim to combine the more concrete use of discourse as actual stretches of language with some elements of the more abstract notion of discourse from social theory.

1. Discourse as 'language in its social context, as it is used to carry out the social and intellectual life of a community' (Mercer, 1995, p. 79). This meaning of discourse emphasizes the importance of looking at language in context and usually involves an analysis of actual stretches of spoken and written language, often referred to as 'texts'.
2. Discourse as 'different ways of structuring areas of knowledge and social practice' (Fairclough, 1992, p.

3). This is a more abstract meaning of the term than (1) as it is not used to refer to particular texts, but rather to explain how certain ideas and values are embodied in the communications of a community or society. Discourse in this sense cannot be observed or recorded but is rather a theory of social reality.

3. While we can differentiate these two kinds of meaning of the term 'discourse', it is important to understand that it is often used in ambiguous ways. The focus primarily is on actual instances of language in context: interaction in the classroom. But the second meaning is also briefly referred to; for example by linking actual instances of talk in classrooms with college as a particular kind of institution with its own particular language values and beliefs. The importance of the notion of discourse in what are known as social constructionist perspectives on language, including a socio-cultural perspective, is that language not only reflects but constructs social reality. As Hicks points out in her reading, classroom life is constituted through the specific discourse practices in which students and teachers engage.

Interaction in educational Institutes

Schools and Colleges are special kinds of places, social Institutions with particular purposes, cultures and traditions. So, although teaching and learning takes place in many other places outside the formal education system, the language pattern differs as well as the language use. The patterns of language use are generated, though this may not be well recognized by teachers because they are focused on driving out the apprehensions of the language, and because they take these features for granted. Even students whose mother tongue is the language they use in school have much to learn about how that language is used as an educational medium.

The most obvious kind of spoken language used in education is between teachers and learners. There is a lot of interaction that takes place between teachers and students. If we analyze the teacher's perspectives of making the language comprehensible, it has important effects on how their students use the language. One of the most obvious functions of spoken language in a classroom for teachers is to tell students what they are to do, how they are to do it, when to start and when to stop. The essential paraphernalia to teach the students while using the language is the impact that they create while speaking. Interactive classroom is the means by which teachers can provide students with information, a lot of which would

be very hard to communicate in any other way. Language in most educational contexts is also the main tool for a teacher's control of events in the classroom apart from being a help to students to bridge the gap between language acquisition and its application.

Language and identity

Language has long been seen as closely connected with identity in a number of distinctive ways. Traditionally, the language people speak has been connected with their national identity: English, Spanish, Japanese, and so on. Within any one language there are different language varieties which are also connected with particular identities. In India we have a plurality of languages which undoubtedly shows unity in diversity but at the same time it becomes difficult to communicate with the wider world. Hence the pedagogical approach to language application is intervened. Teachers as well as students make an effort to learn a language which has global acceptance and which creates self-identity.

Socio-linguists have studied differences of accent and communicative style in the language of people of different age groups and generations, in order to find out how languages shift and change over the course of time, and in men and women's use of language, which has been seen as reflecting gender specific practices and relationships.

Hence, in order to bring in a global identity where all can interact in one common language the medium of instruction is English.

It is also recognized that children and adults from different social groups bring different kinds of language resources into the classroom and that these influence their identity as a student. Particular uses of language and literacy are highly valued in the classroom and seen as important for learning, and there has been considerable argument about how far the language of children and adults from various ethnic and class communities is different or deficient in relation to competencies required in educational settings (Labov, 1972; Michaels, 1981; Heath, 1983; Tizard and Hughes, 1984).

These amalgamations of language use and group identity (class, gender, generation, ethnicity) remain significant, but a number of important paradigm shifts in the ways in which social scientists recognize the role of language in relation to other aspects of social life have had some profound implications for issues of language and identity. The theoretical shift in ways of looking at identity is part

of a more general acknowledgement within the social sciences of the importance of the dynamic processes of social life and the role of language within these. For instance, there has been an increasing interest in the way in which people use language collaboratively to accomplish intellectual as well as practical tasks. As we stressed in section 1, language is both the medium and the message of education. This more social constructionist approach sees knowledge not so much as a body of facts and information but rather as the outcome of particular kinds of social interactions and processes. It has also been applied to understanding other aspects of social life. So, for instance, social categories like class, gender or ethnicity are increasingly seen not as intrinsic labels of identity residing within the individual, but as experienced by people as a more or less salient aspect of who they are through their experience in different interactions and dialogues, across different contexts.

According to Mercer (1995) context can be defined in terms of the resources invoked by speakers to make sense of a particular communicative exchange. These resources may include:

- The surroundings
- The past shared experience and relationship of the speakers
- The speakers' shared tasks and goals
- The speakers' experience of similar kinds of conversation.

Language variety, style and identity

The idea that individual and group identity is constantly being negotiated and renegotiated through changes of everyday social interactions has been explored by many. There were differences, too, in the language styles (pitch, pronunciation, and grammar) used. The major challenge among students is the different 'communication styles, each involving students who have come together to share ways of doing things and ways of talking, beliefs and values, as a function of their shared engagement in the activity. Individual identity is constructed in collaboration with others in and around this communication of practice.

English as a second language and identity

Learners of English as a second language (ESL), especially the ones who do not use it often, have found that the

identity positions offered them within the English speaking community can be crucial for their development of fluency in the language. In a study of the experience of the students who come from various communities with their own acquired language find difficulties in mastering English cannot be adequately explained by traditional second language acquisition theory. This would explain their progress as the result of their individual motivation, self-confidence and communication anxiety and the degree to which they were prepared to assimilate the lifestyle and values of society and thus maximize their contact with their peer groups and the possibilities for natural language use.

When we look at the students who tend to be interested in learning the second language, they are not free from communicative apprehensions and feel learning English is much more problematic than this suggests. It happens that the students develop a disinterest as they lack fluency in English and because of their current lack of fluency their negativity towards the language is developed. They get into their own cocoons and rarely open up. This self marginalization limits their opportunities to practice English and also reduced their confidence and heightened their anxiety so that they felt reluctant to initiate conversations with other workers.

Norton (2000) argues that confidence and anxiety are not individual attributes, but are socially constructed encounters between the second language learners and the majority community, and that these encounters are structured by relations of inequality. Similarly, class and ethnicity do not reside in the individual, but are constructed and realized through social relations.

These kinds of communication apprehensions make the students devoid of participation. Hence there are certain pedagogical approaches to language learning which are adopted although Pennycook (1998) suggests inequalities between communities and second language learners are also deeply encoded within the discourse of ESL teaching and within the textbooks used with learners. He traces the teaching of English as a second language back to its historical roots in nineteenth century British colonialism and assumptions about the inherent superiority of the English language and, by association, of native English speakers.

Research focus

As discussed in this section, there are different ways of conceptualizing the relationship between language use

and adapting the language to create an identity, and these are evident in different approaches.

The pedagogical approach to language learning has been more student centric and efforts are being taken to take the interests of the learning the language. With the advent of the mobile phones students are keener to work with mobiles. So mobile assisted learning can be an approach to teach them a language which they are apprehensive about.

VaiRamanathan (1999) focuses on the powerful status of English. She draws on the work of Kachru (1985), who argues that there is a deep-seated unequal power relationship on a global level between an inner circle of English speakers (comprised of Britain and its former old colonies the United States, Canada, and Australia) and an outer circle comprised of formerly colonial English speaking countries in Asia and Africa. Practice at this level is not 'observable' in any straightforward way. It may be possible to 'implement various teaching strategies so that the students come out of their communication apprehensions and are more convinced to learn and apply the language.

Summary and Conclusion

The beginning of this section suggested that the shift toward **paradigm shifts** and ideas within the field of language studies, as well as more generally within the social sciences, has opened up new opportunities for examining and understanding some of the complex relationships between **identity**, or, **subjectivity**, and the importance of teaching and learning. This shift has involved the development of a new conceptual apparatus for analyzing social processes and the role of language within these. The ways in which students take on other people's voices in their talk and writing is seen as significant both for their learning and for their developing awareness of themselves as particular kinds of people. In addition to re-emphasizing specific language applications, students tend to apply the vocabulary and discursive structures of a particular language, aligning themselves with particular **ideological positions** as well as producing written assignments. In pedagogic terms, it becomes essential on the part of teachers to educate the students to apply Language; ethnic and other social differences can still, however, create powerful barriers for individual students, and relationships of inequality and exclusion are deeply embedded in situational practices and social values. Research shows

how people's experience of language and identity has been affected by wide-ranging and substantive global changes.

We concluded this section by focusing on ways of researching and analyzing the relationship between language use, and identity. In particular, it is to be focused on the way in which the notion of **practice** can be researched upon the shifts in teaching learning process.

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ORIGINAL ARTICLE

Reintegration Challenges of Migrants in Bangladesh: A Study on Forced Returnee Women Migrants from Saudi Arabia

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ABSTRACT

The paper aims to analyze the challenges of reintegration of forced returnee women migrants in Bangladesh. Bangladeshi women basically migrated to Middle East countries for earning a better livelihood. Though the recent trend of women's migration is increasing gradually, they are suffering in pre-departure, post-arrival and re-integration, all the three basic phases of overseas migration. Unlike other research papers on the topic that focus on pre-departure and post-arrival challenges of migration, this paper sheds light on the reintegration challenges of Bangladeshi women migrants. The paper is based on the qualitative research approach. In Depth Interview and Focused Group Discussion are used as tools to collect the primary data from women migrants and the secondary data relevant to the study is collected from secondary sources like books, journals, newspapers, documents, published reports, and authentic online sources. The findings of the study suggest that forced returnee women migrants are facing various types of reintegration challenges such as low social acceptance, challenges in finding new jobs, patriarchy and social constructions, lack of comprehensive reintegration mechanisms, and health and psychological challenges.

Keywords: Bangladesh, Challenges, Reintegration, Saudi Arabia, Returnee migrants, Women migrants.

Introduction

Though the integrated global market permits the free movement of goods and capitals, it is not free for people in the true sense. Migration has various dimensions throughout the world. In Bangladesh, migration is not a new phenomenon. There has been an increasing trend of both internal and overseas migration. Islam (2010) stated that Bangladeshi women migrants mostly migrate to UAE (United Arab Emirates), Lebanon, Qatar, Saudi Arabia, Mauritius, Bahrain, Hong Kong, Singapore, Oman, and Jordan as domestic workers. Some districts in Bangladesh score top positions such as Barishal, Brahmanbaria, Comilla, Dhaka, Faridpur, Gazipur, Jessore, Kishoreganj, Madaripur, Manikganj, Munshiganj, and Mymensingh.

Overseas migration has accelerated in Bangladesh for the last couple of years. It is considered as a better livelihood approach. In 1976, Bangladesh started sending manpower to different countries. In 1981, women migration from Bangladesh was banned by a presidential order on the ground of their security, rights, and dignity. The decision was addressed with massive opposition by the civil society. They argued that such type of government decision is unconstitutional and discriminatory against women and can lead to women trafficking. In 2003, the Government of Bangladesh removed restriction on women migration and set an age limit as 25 years for women to migrate under special permission. From 1991 to 2003 women constituted only 1% of total overseas migration due to the policy change. In 2006, it reached 5% and afterward in 2007 it was more than double (Siddiqui, 2008).

It is mentioned in the ILO (2015) report that, though women migration started in 1991 until June 2013, the percentage was only 2.9. It is also argued that, “feminization of migration” has not happened in the true sense, in Bangladesh. The report said that the remittance sent by women migrant workers is less than their male counterpart because of the discrepancy between the wage paid to men and women migrants which is approximately 100:70 whereas women workers tend to remit a larger portion of their income rather than male. Islam (2010) mentioned that, in 1976 feminization of labor migration was 15% and in 2000, it was 50% in Asia and Latin America. There are some countries like the Philippines, Indonesia; Sri Lanka where the number of women migrants is larger than male migrants. He again argued that, women migration is confined to some specific occupation like, housekeeping, cleaning etc. In 2014 the percentage of women migration from Bangladesh was 17.85% whereas in 2015 it was 18.66% of total migration. In 2017 total 121,925 women migrated to different countries of the world and in 2018 it was 101,695 which are not just numbers but a sector to be highly considered.

Overseas migration has now been highly considered as an important strategy to achieve the goal of 2021. Overseas migration is contributing to the country’s economy by decreasing the rate of unemployment and by supplying remittances which is contributing to the national GDP growth. According to the database of Bangladesh Bureau of Manpower Employment and Training (BMET) more than nine million people had migrated overseas for work for the year 1976 and 2014. They have sent \$ 15.3 billion remittances for the fiscal year 2014/2015 according to Bangladesh Bank statistics.

Women migrants have been suffering in each phase of migration from the very beginning. Like many other phases of migration, reintegration and re-socialization of migrants is one of the most critical phases. Nevertheless, this phase of migration is unexplored. The study intends to unravel those untold stories. Bangladeshi women migrated frequently and are also being forced to return to Bangladesh from migrated countries especially Saudi Arabia. This paper focuses on the following issues: why women are being forced back in Bangladesh from Saudi Arabia? And what are the challenges they are facing upon their return or while reintegrating into their family, society, or economy?

Theoretical Framework

Velazquez (2000) stated that in 1966, Everett Lee proposed the ‘push-pull’ theory of migration which we can

easily relate to in the case of migration and again in the case of re-integration. People may migrate for social, economic, political, or environmental causes. There are some factors behind migration namely push factors and pull factors. Push factors encourage people to leave the place where they live, such as poverty, unemployment, natural disaster, political instability, religious intolerance, etc. On the other hand, pull factors attract people to move to another place such as better living standard, employment opportunity, democratic government, flourishing economies, etc. Their return to Bangladesh is mainly affected by some ‘push factors’ in Saudi Arabia rather than ‘pull factors’ in Bangladesh. Many returnees are being forced to move back to Bangladesh due to the deterioration in living and working conditions in Saudi Arabia. The reasons for forced return may include: work pressure, lack of complaint mechanisms, physical and mental torture, sexual abuse, inability to adopt new culture, worse accommodation for living, lack of proper food, language barriers, etc. The pull factors may include: home sickness, personal issues like marriage or broken family, children related affairs, etc.

Migration

According to IOM (2015), “Migration is the movement of persons away from their place of usual residence, either across an international border or within a State”. UNESCO has defined migration as “it is the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people as well as economic migrants. It can be of two types: Internal (within country viz. rural to urban, urban to urban etc.) and overseas (country to country). Internal migration refers to a move from one area (a province, district or municipality) to another within one country. International/overseas migration is a territorial relocation of people between nation-states”. Therefore, Migration denotes the movement of people from one place to another. This study focuses on overseas migration.

Returnee Women Migrants

According to UNESCO, “returnee migrants are people who return to their countries of origin after a period in another country”. Alternatively, returnee migrants are those who return to the country of origin after being a migrant for short term or long term basis. Return may have happened by force or by choice. Forced returnee is a person who returns not by choice but by force from

the destination country after being an overseas migrant and who intends to remain in his/her home country. Voluntary returnees are those who are returning by their own choice after short term or long term migration and not by force from the destination country. The paper focuses on forced returnee migrants.

Reintegration

The Collins English Dictionary defines that reintegration is to amalgamate or help to amalgamate a group with an existing community. The structural environment of the country of origin plays a vital role in the reintegration process. It can be said that, reintegration is the action or process of integrating people after their return from the migrated country into their own country. It means re-inclusion or re-incorporation of a person into a country of origin. Re-integration can be economic and social. Wikipedia stated that, social reintegration is the movement of minority groups of a society into the mainstream of the society whereas economic reintegration is the movement of a specific group of people into the mainstream of the economy. Thus, social re-integration means re-integrate the returnee migrants into the local community and economic reintegration is re-integrate the returnee migrants into the local economy. When a migrant is supposed to be re-included into a society or a community, it is called re-socialization or social reintegration. It means re-integrate the returnees into the local community. When a migrant is re-included into the local or national economy of a country of origin, it is called economic reintegration. It means re-integrate the returnees into the local economy. This paper sheds light on both economic and social reintegration.

Safe Migration

When a migrant worker migrates to another country safely, works there for a certain time period and comes back to his/her country of origin by ensuring a better and sustainable livelihood, this is called safe migration. Safe migration is a step by step process including taking a decision to migrate, migration preparation, journey to destination country, during migration, return to country of origin, and reintegration. All these steps can be categorized into three phases, a) pre-departure stage which includes taking decision to migrate and migration preparation b) post-arrival stage which includes journey to destination country, and c) reintegration stage includes return to country of origin and socio-economic reintegration. If we want to ensure safe and sustainable migration,

we will have to ensure sustainable reintegration. Without sustainable reintegration, safe and sustainable migration cannot happen.

Review of recent literature

It has been argued that the term integration implies the insertion of a group or individual into an existing entity which can be a society, bound by a nation state whereas the terms 'inclusion' and 'incorporation' have been used by the scholars and policy makers as alternatives (Spencer & Charsley, 2016). The study argued that barriers to integration can be individual or structural; forms of discrimination are thus an integral part of integration research (Spencer & Charsley, 2016 cited in Heckmann, 2006). Kuschminder (2013) argued that we have lack of understanding of how people reintegrate and theoretical models to explore the different dimensions of reintegration.

The process of reintegration is not so straightforward. The study argued that migrants are returning to their country of origin, their culture, and their home. It also argued that reintegration is not simply fitting back into their old life rather this process takes time, years for some and for others reintegration can never be achieved which may also lead to re-migration which is not a new phenomenon. The study identified that the reintegration strategies refer to the process of how people reintegrate across the four dimensions of cultural orientation, social networks, self-identification, and access to rights, institutions and the labor market. Boyd and Grieco (2003) argued that reintegration was thus a multidimensional concept encompassing many different elements. We argue in our paper that in the case of integration, men and women may be treated differently and experience resettlement differently, once in a receiving country.

Islam (2010) states that there are three factors such as a) the impact of entry status on the ability to integrate and settle b) patterns of incorporation into the labor market and c) the impact of migration on the status of women and men whereas the reintegration process and its impact was not revealed by them in the true sense. Migrant workers come back to the country of origin after completion of their employment agreement abroad. They return with skills and experiences. They play important roles in the country's employment market. It is evident that the remittances are not utilized properly for the wellbeing of the migrant's family members. Lack of opportunity for investment and appropriate counseling service are the main causes of it (Islam, 2010). He again argued that there are very few strategies for effective

socio-economic reintegration for the returnee, especially for women migrants.

Latek (2017) argued that, a stable political situation and socio-economic condition of a country of origin plays an important role in post-return stage. The researcher suggested that it is essential to create educational and vocational training opportunities for returning migrants. European Union (EU) is supporting reintegration of returnees in Afghanistan, Bangladesh, and Pakistan. He again argued that successful reintegration highly depends on the opportunity to develop an income generating activity, access to social networks, and on psychological health. On the other hand, there are some factors that may hinder the reintegration process such as, a poor perspective for self, economic sufficiency, lack of family ties, feelings of shame and anxiety, etc.

Furthermore, Chobanyan (2013) identified that, lack of information is one of the major challenges faced by returnee migrants that turn into an impediment to return and reintegration. The study suggested that the awareness raising must be included into the legislative framework, employment, and private business opportunities. The study also identified the challenges of reintegration in Armenia as employment problems, social-psychological problems, educational-cultural problems, problems with documents, and housing problems. The author concluded that information support and employment support, socio-cultural and psychological support may lead to sustainable reintegration.

In addition, Setrana and Tonah (2014) indicated that reintegration is a process of re-adaptation which may not entail the abandonment of the identities they acquired while abroad and returnees are faced with challenges of reintegration. The study also stated that, family members and friends play a crucial role in the behavior of returnee migrants which leads to social reintegration. The study found that the reintegration challenges refer to poor infrastructural facilities in the city, lack of employment opportunities, and practice of corruption, red tape and bribery system they face in obtaining permission to start a business. The study also found that returnees are also facing challenges to meet the high expectations of family, friends, and community members in Kumasi, Ghana. It is mentioned in the IOM (2015) report that returnees are not always perceived positively by those who have never migrated, which leads to a challenge of re-socialization of returnees. In the case of economic reintegration, returnees may face challenges as the skill they received abroad may not be well matched to the local economy and they may not even have any easy pathways to enter into the private sector.

The journey of reintegration is never simple. Several studies suggested some approaches for socio-economic reintegration of the returnee migrants such as providing SME information regarding sector selection, business formation, and other operational information, providing information on micro credit facilities, information on saving procedures, and various training opportunities for further skill development. Some Non-Government Organizations have some projects on returnee migrants. BRAC provides psycho-counseling, training, and financial support to facilitate socio-economic reintegration of returnee migrants. They also provide information, training, counseling, and networking support and remittance advice through referrals. BRAC organizes meetings with returnees after their return for drafting the reintegration plan. BRAC provides emergency support to the returnee migrants especially those who are a victim of violation and discrimination. BRAC tends to protect the basic rights of returnee migrant workers with emphasis on the vulnerable male. BRAC also works on the need based trauma counseling to returnees and their families and assist returnees to become financially independent through a tailored economic reintegration plan, providing financial literacy training. For ensuring the social reintegration of returnee migrants BRAC is working for providing community support, contributing and promoting institutional support too (BRAC, 2019). The present study is an endeavor to identify the challenges of forced returnees from Saudi Arabia.

Methodology of the study

The study uses a qualitative research approach to reach the objective of the study. The qualitative research seeks to identify the status or quality of social phenomenon. The study follows a case-oriented qualitative research method. As Creswell (1994) points out, there are six assumptions of qualitative research based on Merriam's (1988) work: qualitative researchers are concerned primarily with (i) process, (ii) an interest in understanding how people make sense of their lives, (iii) the researcher as the primary instrument for data collection and analysis, (iv) the involvement and importance of fieldwork, (v) descriptive, observational research that demonstrates an interest in process, meaning, and understanding gained through words or pictures, and (vi) inductive qualitative research (Creswell, 1994 cited in Panday, 2004, p.7). Denzin and Lincoln (2000) define qualitative research in the following way:

Qualitative research refers to a situated activity that locates the observer in the world. It consists of a set of

interpretive, material practices that make the world visible. Qualitative research involves an interpretive, naturalistic approach to the world. Qualitative research studies things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them. (p. 3)

The study uses both the primary and secondary sources of data to draw the conclusion. A total of 30 women returnees from Saudi Arabia staying at different areas of Dhaka (Mirpur, Badda and Dhamrai) were contacted on the basis of purposive sampling technique as purposive sampling techniques focus specific characteristics of a population. The study includes female migrants and their family members as well.

In summary, as the present study follows a qualitative strategy, the process used inductive reasoning, because it was exploratory and moved to a broader generalization and theories based on the on-going construction of reality by both the participants and the researcher. Qualitative research approach is used as it seeks to answer how the situation is. Data were collected through in-depth interviews, focus group discussions and observation. Holtzhausen (2001) argues that triangulation is a powerful tool that strengthens the qualitative research design (p. 5). This study followed the triangulation method because different qualitative approaches in the data collection were used, involving multi-perspectives coming from women returnees from Saudi Arabia.

Primary data consistent with the research objectives and questions was collected through in-depth interviews. This is a verbal technique for obtaining data directly from the primary source (Aminuzzaman, 1991, p. 82). In-depth interviews were conducted with forced returnee women migrants and their family members. Case stories were also collected while conducting in-depth interviews. Focused Group Discussion (FGD) is used to collect data from the field. FGD is used as it is a good way to gather together people from the same background and collect specific data relevant to their experiences. A FGD guideline was used by the researchers and an in-depth-interview (IDI) technique of data collection tools was also used

by the researchers. Observation refers to a technique which operates by systematically selecting, watching, listening, reading, and recording behavior and characteristics of living beings, objects, or phenomena (Islam, M. N., 2008, p. 171). The observation method was also used for collecting data from the forced women returnee migrants. This method was very useful for collecting actual data about respondents' behavior and attitudes during the process of interviewing.

Findings, Analysis and Discussion

Lack of information and training are major causes of suffering in all stages of overseas migration. There are some specific challenges too. Women who are going as domestic workers to Saudi Arab are most vulnerable. Many of them come back empty handed in a distressed situation where family members also disown them. They face many challenges after their return. We have collected some case stories to be discussed in this line. All the names used in the case stories are pseudo names. The major findings of the study are shown in the table below

Patriarchy and social constructions:

Returnees are being treated as unexpected! It's an untold truth as agreed by 98% of women returnees from Saudi Arabia. Their silent cry is a misery of being migrants which is most pathetic. Asna Banu (41), a mother of four children and a divorcee, did not find any shelter or support from family members after her return and passing life poorly even before.

She said that, *"I am a returnee from Saudi Arabia. I back to home few years ago. My sons and daughters are now adult. They behave rough with me. I have sent all my earnings to home for their betterment and now I am nobody in my family. They used to say I may have earned by evil way. I put my best for their wellbeing and by this time community and society treat me like a stranger and my*

Table 1: Sample size

Location	Numbers of Respondents
Mirpur	10
Badda	10
Dhamrai	10
Total	30

Source: The authors

Table 2: Key Findings of the study

Particulars	Percentage	Position
Patriarchy and social constructions	98%	1 st
Low social acceptance	89%	2 nd
Challenges of finding new job	88%	3 rd
Lack of comprehensive reintegration mechanisms	85%	4 th
Health and psychological challenges	78%	5 th

Source: The authors

return was even unexpected to them. If I am a male then these could not be happened to me at all”.

Criticism from family and society, and even unwillingness of families to welcome them back are a common phenomenon for women migrants in Bangladesh. There is a lack of psychosocial counseling for traumatized returnee migrants in Bangladesh. Social stigma and mental torture is common as a result of patriarchy prevailing all over the country. Society's power relation and social construction do not permit them to live with freedom and dignity.

Low social acceptance

Forced return without compensation is not a new issue for returnees from Saudi Arabia. Sometimes they have to return back empty-handed. They are paid lower-wages and benefits abroad also. After their return, they suffer from low acceptance by their family members and community. 89% of respondents are facing this challenge after their return home which ranks 2nd position among the challenges.

A woman returnee from Saudi Arabia said, *“I was bound to back home as being suffering physical and mental torture there. I was supposed to do twenty hours work at a household composing 14 members. I can't but left without any calculation and without any plan. Now I have no money rather I have gathered bitter experiences which I will have to carry lifelong. I was tortured physically and mentally in different forms. After my return my family and community is not accepting me like as earlier. My family as well as society was not ready for accepting me. One of my close relatives has said to me that, why have I back? Rather she suggested that, staying there was a good choice for me and my family though I had to suffer a lot there. They are emphasizing their honor rather than my dignity and pain”*

Sometimes migrants return without any plan especially women migrants have to return under emergency; due to circumstances of their family and the situation they have to face abroad.

Challenges of finding new jobs

Finding new jobs after their return is a big challenge. The pattern of work is different at home and abroad. They can't even use their experiences properly after their return. 85% of women said that they have to face lots of

difficulties in finding new jobs or establishing business at home after their return.

“I did not find any job after return. My experiences are not matching here with my expectations. I worked as a housemaid in Saudi Arabia. I had a month long training before going there. I did not have collected any certificate from there. I wanted a better job with handsome salary but I failed to find as the wage is lower here in Bangladesh for us rather than abroad. I wish to re-migrate but my family was unwilling to send me again. I learned new things during my staying in Saudi Arabia but didn't know how to use my skills and experiences. The opportunity is limited here for us” ---a returnee woman from Saudi Arabia

New job acquisition and retention is the biggest challenge for returnee women migrants. They usually have to return back after two to three years' service. After their return, they face difficulties in finding new jobs and continuation of their services. No certificate of experiences and skills they gained abroad are also hindrances in getting new jobs after their return home. In case of forced returnees, the situation is more-vulnerable. 85% of them fall into a worse position in society in the reintegration stage and they said that the situation is even more unexpected to them and it seems that they were better off before going abroad.

Lack of comprehensive reintegration mechanisms

Though there are a few success stories, most of the time, they (88%) fail to manage their livelihood as they had before. One of the returnee back from Saudi Arabia has said, *“I earned but I lost. I did not know the mechanisms of spending my hardcore earnings. I am doing a little business now without having any support from others. I even don't know the channels and networks for supporting me. I don't know any mechanisms of government for us.”*

Lack of coordinated, integrated, and comprehensive approach to sustainable reintegration of returnee migrants at home is a big challenge of reintegration of women. There is a big lacking of reintegration mechanisms from the three sectors as such government, NGOs, and the private sector for the returnee women migrants in Bangladesh. There is still no specific database of men and women returnees in Bangladesh. Their sufferings begin at family level and exist in the community at the state level.

Health and psychological challenges

78% respondents are suffering from health hazards and challenges after their return. Women migrants are facing

difficulties in sustaining their family's basic needs due to the lack of financial means after their return which leads to psychological challenge. They also face difficulties in social reintegration because of the separation from family and community and strange relationship with their child. They are being traumatized due to the unexpected behavior they had to face abroad.

Swapna Rani (30) a returnee from Saudi Arabia stated that, *"I was bound to return as I faced physical torture there in Saudi Arabia. I had to cook for a family comprising 24 members. I usually did all the household chores. If I failed to meet-up their requirements they tortured. I have got skin sickness due to unbearable physical torture and mental pressure. I injured not only physically but mentally because of being fear of harassment. Then I decided to return home. Now my physically health is not good as I had before. My family members are treating me as a stranger. I have lost my goodwill and honor which is creating a psychological pain to me. I feel like suicide myself. I find no interest in life any more"*.

Physical torture, workplace exploitation, mental and sexual harassment, etc. are common cases in Saudi Arabia for Bangladeshi women migrants. Suffering from diseases and occupational injuries during their work in Saudi Arabia are very common whereas health care services are very limited. Lack of legal support during their stay abroad is also common. Limited complaint mechanisms encourage them to remain silent. Supportive mechanisms are poor for the traumatized returnees in Bangladesh.

Socio-economic reintegration challenges in Bangladesh:

The section below will discuss the overall socio-economic challenges of reintegration in Bangladesh. Ameena Begum (31) a returnee from Saudi Arabia as case focuses:

"A middleman sends me Saudi Arabia without any cost. My passport was high jacked and I was totally imprisoned at a household. I was bound to do all the household chores and I was being harassed physically and mentally during my yearlong staying in Saudi Arabia. Finally, I was being forced to return in Bangladesh."

The case above indicates the miserable condition of women migrant workers in Saudi Arabia. They were supposed to do anything the house lord required. These are the inhumane attitudes towards migrant workers which affect their return and reintegration adversely.

Shirina Aktar (28) a returnee from Saudi Arabia uttered:

"I was in Saudi Arabia for one and half years. Proper food and accommodation was not provided for me. I took training for one month but I did not find a good job rather I was tortured physically. I came home back after my three months staying at safe home. I did not get my four months' salary even. Now my position in our society is as if I were a criminal. No one from my family welcomed me. I am treating with bad comments and attitude. Once I decided to suicide but I failed".

The story seems indescribable. The returnees are back with empty hand. They face challenges in every stage of migration that effects the socio-economic reintegration. They don't even find new jobs after their return home.

Akter Shanu (28) a returnee from Saudi Arabia:

"I was being near to rape in Saudi Arabia. I was senseless due to the torture by the house lord. My left hand was fractured. I had to expense more than one lac taka for going there but I did not get my money back and I had not the opportunity of sending money to the country. Society is now criticizing me for my decision of migration and my husband opposed to accept me anymore. My husband is deciding to get married again. He has decided for not to continue with me anymore. I don't know where I should go and how will I live my life".

The case is a clear indication of sexual harassment and at the same time, their family repudiates them after their return. They are being traumatized by the family and society. Their sufferings are unspeakable. Low social acceptance is not rare and patriarchy system does not permit a female to take her own decision. Social reintegration is thus a big challenge for the women returnees. A returnee woman from Saudi Arabia said, *"After my back from Saudi Arabia, I have bought a land though I had only few cash at my hand. I take loan and purchased the land for housing purpose"*.

Almost 90% of returnees invest their money in purchasing land and luxurious goods such as motor bike for son or husband, smart phone for their family members, etc. Lack of awareness about savings and investment may lead them to take wrong decisions regarding expenditure. Their investment decisions are limited and they frequently invest in purchasing land for living. Due to the lack of knowledge on income generating activities and Small Medium Enterprises, they usually invest their money in low profit-making businesses. The money earned through hard work is spent on repaying their loans, child's school fees, and buying gifts for relatives on

their way back home. They do not have proper knowledge and idea about the effective and efficient use of money. Sometimes they lend to their relatives while encountering debts. Poor living conditions and work hazard abroad limits their willingness of long term investment after their return home. Moreover, lack of knowledge on the productive use of remittances is also a big challenge for economic reintegration.

Policy Suggestions

A well-defined policy framework for sustainable reintegration should be introduced by the government of Bangladesh. Government should take preventive measures to tackle the inhumane forms of attitude to migrant workers especially women migrants at home and abroad.

Development of specific legislation, policies and programs on returnee men and women separately is a timely demand. Database development for returnees especially for women should be ensured firmly. Moreover, introducing referral services to returnees, establishment of partnership with national banks and private sector lenders to provide soft loans to the returnees, and easier access to finance for returnees should be established. Banks should provide loans to overcome their economic challenges.

Social safety net for returnees, such as free education for the child of returnees can be launched. One-stop service center should be established for migrant workers. Development of capacities of government officials, local community members, and local leaders to create a network of support to the returnees should be ensured. Good practices should be exposed to motivate migrants and the stakeholders. Furthermore, foreign mission needs to be proactive and the government should lobby with labor receiving countries and exploring alternative markets to reduce over dependency on Middle East.

Government should find safe countries for women migrant workers, government should have a proper investment scheme to address the economic challenges of women returnee migrants, psychosocial counseling service and legal support should be introduced with provision of social and economic counseling for reintegration. A strong and comprehensive mechanism should be established, focusing on socio-economic re-integration for women migrants. We believe social media should play an important role to connect, inform, advocate, and refer returnees to appropriate channels of government and to NGOs. Active involvement of CSOs, NGOs, social media, trade unions, private sectors, migrants' associations,

and other stakeholders in the process of reintegration of migrants should be ensured.

Finally, Government and NGOs, along with other private sectors, should work together for the technical skill training of returnees. Basic entrepreneurship training, business development, and livelihood program assistance for workers and family members should be ensured. Introducing financial literacy training to promote efficient and productive use of remittances, nurturing the skills and experiences of returnee migrants should be ensured. Migrants have a great contribution to the national economy of Bangladesh. Returnee migrants are the assets for their families as well as for our country. So, socio-economic reintegration should be facilitated in a meaningful and comprehensive way by eradicating the mentioned challenges in Bangladesh.

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ORIGINAL ARTICLE

The Pakistan Bar Council Legal Education Rules 2015: A Commentary

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ABSTRACT

Legal education is considered the backbone for producing legal professionals who can ultimately contribute their services to society. The legal profession, as a career choice, has been attracting more and more people over the years. In Pakistan, the legal education is regulated by the Pakistan Bar Council (PBC) and the Higher Education Commission (HEC). Pakistan is one of the many countries which have a particular set of rules under which legal education is imparted, Pakistan Bar Council Legal Education Rules (PBCLER) 2015. In 2007, the Supreme Court of Pakistan delivered a historic judgment that led to the improvement of legal education based on a petition filed by the PBC. Pursuant to the views expressed in the judgment based on PBC's considerations, the PBCLER 2015 was designed and implemented. However, there have been a lot of concerns raised about these rules, especially with regard to legal education in Pakistan. In line with this, the current paper aims to analyze these rules by first identifying the strengths and weaknesses of these rules with regards to the quality of legal education. This analysis is supported by responses provided by selected respondents including members of the legal education committee of PBC, members of HEC and academicians. The paper concludes by making some recommendations for improvement of these rules.

Keywords: Higher Education Commission of Pakistan, Legal education, Pakistan Bar Council, Pakistan Bar Council Legal Education Rules (PBCLER) 2015

Introduction

Pakistan is an Islamic Republic with Islam serving as the state religion (Article 1 & 2 Constitution of Pakistan 1973). Therefore, the constitution requires that its laws be consistent with the tenets of Islam. As such, the legal system of Pakistan is based on the English common law and Islamic law. In line with this system, legal education also encompasses syllabi embracing the English common law as well as Islamic law. Legal education in Pakistan is generally provided by public universities, alongside a few private institutions which follow the curriculum and criteria prescribed by the Higher Education Commission (HEC) in consultation with the Pakistan Bar Council (PBC). The HEC of Pakistan is the regulatory body for higher education

in universities in the country. Set up in 2002 under the Higher Education Commission Ordinance, 2002, the role of the HEC is mainly to recommend academic policies for public universities and to propose affiliation criteria or guidelines for these universities (HEC, 2019). In contrast, the PBC is a national elected body made up of advocates or lawyers in Pakistan. It was established under the Legal Practitioners and Bar Councils Act, 1973. As a regulatory body, the PBC exercises general control and supervision over the Provincial Bar Council. It also regulates the entry of lawyers into the legal profession and to some extent, legal education. It is also authorized to give recognition to universities whose degrees in law shall be accepted as a qualification for enrolment as an advocate [Sections 13(j) & (k), 26(c) (iii), and 55(q) of the Legal Practitioners &

Bar Councils Act, 1973]. In addition, the PBC also plays an important role in initiating efforts to improve the standards of the country's legal education as well as structuring rules for it.

Nonetheless, in spite of having these regulatory bodies and the PBCLER 2015 to regulate the legal education system in Pakistan, law education has, so far, not been developed to be on par with the standards of developed countries. Progress in the development and implementation of professional standards in the legal education system of Pakistan has been slow because it has not received the kind of attention it deserves. According to Khan (2012), the legal education system in Pakistan is in a mess at all levels and the reason causing this can be attributed to the lack of attention from universities' authorities and professional bodies. The standard and quality of legal education has not been the focus despite there being multiple avenues of entry into the legal profession which could lead to discrepancies. Researchers in the past decade have advocated that a plethora of reforms are needed to transform Pakistan's legal education system so as to ensure that it is on par with world standards (Siddique, 2014; Khan, 2012). In the case of *Pakistan Bar Council vs. The Federal Government & Others* (PLD 2007 Supreme Court 394), the poor quality of legal education was also reflected on. This led to the revision of the Pakistan Bar Council Legal Education Rules (PBCLER), 1978. The latest revision is the PBCLER 2015 and this is the prime outcome of the Supreme Court's judgment. This judgment mentioned that:

It is a matter of common knowledge that there has been a mushroom growth of substandard law colleges lacking in infra-structural facilities and qualify legal education. There is no eligibility criteria for admission and any person having done his graduation with minimum marks required for passing can get admission in those colleges (Pakistan Bar Council vs. The Federal Government & Others (PLD 2007 SC 394).

These conditions were seen as a threat to the standard of legal education. The judgment went on to state that "These colleges have only part time lecturers and barring a few honorable exceptions, most of them do not have any commitment to the cause of legal education". The judgment also stated that "the situation is further compounded by absenteeism where students play truant as a result of their lack of commitment, loose administration or even poor college facilities". The judgment given by the supreme court further asserted that since the PBC has been empowered as a regulatory body to make rules, it is obliged to carry out its functions dutifully and

this includes setting rules that provide for "the standards of legal education to be observed by the universities in Pakistan and the inspection of universities for that purpose" [*Pakistan Bar Council vs. The Federal Government & Others* (PLD 2007 SC 394)]. Further, the judgment stated that:

It has also been noted that colleges enroll students in great numbers but do not provide for adequate class rooms and even the student-teacher ratio tends to be imbalanced. This is so because the colleges are established more for commercial considerations rather than academic or to impart genuine legal education.

Moreover, the judgment also asserted that the:

...courses of study prescribed by the University are paid lip service. Neither there is any in-depth study of the subjects included in the curriculum nor is any stress laid on moral issues and professional ethics (*Pakistan Bar Council vs. The Federal Government & Others* (PLD 2007 SC 394).

The Pakistan Bar Council's reaction to improve the legal education was through the enactment of the PBCLER 2015. This paper examines the PBCLER 2015 as to its adequacy in ensuring quality standards of legal education from the perspective of certain key stakeholders. This paper will limit the examination to PBCLER 2015 and the PBC and HEC joint LLB curriculum is not discussed. It analyzes the changes effected by the new rules and the views of key stakeholders with regard to these changes. It also provides feedback for continuous improvement.

Methodology

This paper is based on a qualitative research approach where it focuses on analyzing public documents to identify the strengths and weaknesses of the documents and then use the relevant points as interview questions to stimulate the responses of six interviewees. Document analysis encompassed past literature, legal journals, case studies, law reports and online sources. Further, for the purpose of this paper, feedback from key stakeholders on certain provisions of the PBCLER 2015 were sought. The stakeholders selected were six legal experts comprising of two members from the PBC Legal Education Committee, two members from the HEC who are dealing with quality assurance and two law academicians. The interviews were consented to before being carried out, recorded, transcribed, validated, and then analyzed. The respondents were coded so as to ensure confidentiality. The six respondents were coded as RPBC1 & RPBC2 for

the respondents from the Bar Council, RHEC1 & RHEC2 for the respondents from HEC and RA1 & RA2 for the academicians. The stakeholders' responses were collected through in-depth interviews that comprised of 13 questions. The aim was to obtain their opinions on the provisions in the PBCLER 2015. The interviews ended with a question seeking the respondents' opinion on the limitation of the rules and their suggestion for making improvements to the PBCLER 2015.

Analysis of the Pakistan Bar Council Legal Education Rules (PBCLER) 2015

As discussed, legal education and admission practice is regulated by the Pakistan Bar Council (PBC) under the Legal Practitioners and Bar Councils Act, 1973. The Act empowers the PBC to make rules for the betterment of lawyers or advocates and the legal education of Pakistan. In exercising the powers provided by the said Act, the rules developed for Pakistan's legal education are thus established by the PBC under one legal document called the Pakistan Bar Council Legal Education Rules 2015 (PBCLER 2015).

Over the years, there has been a gradual development of rules and regulations made to enhance the legal education offered in Pakistan. The first of these legal education rules was introduced in 1978 but over time, newer versions were introduced. The result is to control the pathways to law degree by the consolidation of previous PBCLER 1978 rules with rules that allow the mushrooming of law colleges namely Affiliation of Law Colleges and the PBC's Recognition of Universities Rules (2005). For the purpose of this paper, the key rules of the PBCLER 2015 are highlighted in Table 1.

These selected rules were analyzed in depth with reference to past literature and responses of the six respondents selected for this study.

Admission to LL.B. Class (Rule 4)

Rule 4 states that students who intend to seek admission to the Bachelor of Law program are required to take a five-year LL.B program (PBCLER 2015). Rule 4(ii) clearly indicates that the previous three-year LL.B. program proposed in the PBCLER 1978 shall be discontinued after three years of enforcement of the new rules (PBCLER 2015). No further admission to the three-year LL.B. program would be given by any university/law college. Recently an order was passed by the Supreme Court

which states that there will be a ban on admissions to three-year LL.B. programs.

A five years LL.B. programme shall be introduced in September, 2019. The current three years LL.B. programme shall be phased out and law colleges throughout Pakistan shall not admit students to their three years LL.B. programme after 31 December 2018 (Civil Misc. Applications No.1939 of 2014 et al.).

The new rule for admission to the LL.B program also consists of additional requirements such as *"any person having passed the examination of Higher Secondary Education i.e. Intermediate/a level shall be eligible for admission to 1st year of the (five years) LL.B. program"* (Rule 4(i), PBCLER 2015). In addition, a graduate with law as an optional subject shall be preferred for admission to the 1st year of the (three years) LL.B. program. The rule further asserts that admission to the LL.B. program (1st year) shall be based on merit. This rule remains unclear as the word merit and how it is to be measured is not indicated. Opinions were sought from the stakeholders on these rules. RPBC1's response was quite positive. He stated that the regulatory body has complete authority to implement what it sees fit as a requirement; it also has the authority to introduce the type of syllabus or program it deems necessary. Clearly, he saw no injustice in this rule because legal education in Pakistan can begin after one completes 17 years of education. Traditionally, according to the PBCLER 1978, after 10 years of school, two years intermediate college and two years of bachelors' degree, a student enrolls in a three years law education program. However, with the new rule, Pakistan has introduced 12 years of traditional schooling followed by five years of law education. As a consequence, the B.A and B.Sc. program will be converted into four years throughout Pakistan instead of two years as done previously. Following this, the student needs to go for an additional three years of law, hence making the total number of years to be 12+4+3=19. The time period remains to be the same, but in a five year LLB program, at the least, the students will be studying law for five years and this is likely to make the student more professional. RPBC2 also responded positively toward the change to a five year program under the new rules. His comments were quite similar to RPBC1's comments:

As I said, there is one thinking developed throughout the lawyers community that there should be only one course and that should start from the intermediate level which is after the 12th standards with a 5 year LLB and then standards imposed on it should be very high so that only competent and eligible students should be qualifying from the programme.

Table 1: Key Rules noted in the Pakistan Bar Council Legal Education Rules (PBCLER) 2015

No	Theme	PBCLER 2015
1	Admission to LL.B. class	Rule 4(i) The student has to take the five-year LL.B program Rule 4(ii) The three-year LL.B. program shall discontinue after three years of enforcement of the new rules. Rule 4(iii) Admissions to LL.B. (1st year) shall be on merit. Rule 4(iv) 5% seats shall be reserved for the children of advocates. Rule 4(v) The candidate shall not be eligible for admission to LL.B. if he/she has been sentenced for an offense involving moral turpitude.
2	Total number of admissions in LL.B part-I	Rule 5(i) Each section of a class shall not be more than 35 students. Rule 5(ii) The total number of students in LL.B. Part-I shall not be more than 100.
3	Syllabus	Rule 7 The syllabus for LL.B. Five-year program includes the subjects prescribed and duly approved by the PBC & HEC.
4	Medium of instruction	Rule 9 The medium of instruction of legal education for LL.B. program shall be English.
5	Examination and passing percentage	Rule 11(i) The passing marks in the examination shall be 40% in individual paper and 50% in aggregate, Rule 11(ii) There shall be only two divisions 1st division and 2nd division. Those who obtain 60% or more marks shall be placed in a 1st division. Rule 12(i) Examination of law students shall be on the semester system. There shall be two semesters in a year.
6	Legal education at the level of LL.M/ Ph.D	Rule 13(i) A university/DAI intending to impart legal education at LL.M. level shall have to seek prior permission and approval of the PBC and the HEC. Rule 13(ii) The university/DAI can start LL.M. classes after approval by the PBC and HEC. Rule 13(iii) The university/DAI which is not awarding LL.B. degree shall not be entitled to offer LL.M/Master programme in Law. Rule 13(iv) The universities/institutions/colleges already offering LL.M. program shall apply to the PBC for ratification/approval of the syllabus of the said program within six months. Rule 13(v) No university/DAI/law college shall offer a Ph.D. degree in law without prior approval of the PBC and the HEC.
7	Inspection of law institutes	Such inspection teams shall inspect rule 14(1)(i) All the law faculties, law departments and/or law colleges. Rule 14(1)(ii) The team or member/s so nominated may inspect teaching and general working of law faculties, law departments and the law colleges to ensure compliance of these rules. Rule 14(1)(iii) The Legal Education Committee of Pakistan Bar Council may also nominate one or more of its members to inspect law faculties, law departments, and law colleges. Rule 14(1)(iv) The traveling expenses for members of the inspection team will be borne by their respective bodies whereas boarding and lodging facilities will be provided by the concerned law faculty/department/college. Rule 14(1)(v) The Pakistan Bar Council may, in the event of any of these rules not being complied with by a university/DAI or a law college, de-recognize such university/DAI and its law degree.
8	Recognition of universities and degree awarding institutions by PBC	The PBC has recognized rule 15(i) The national and foreign universities and DAIs for recognition of their bachelor's degree in law. Rule 16(i) Any university or DAI intending to impart legal education may apply to the PBC for recognition on the prescribed application form. Rule 16(ii) Any person having obtained a bachelor's degree in law from a foreign university not recognized by the PBC, may apply for recognition. Rule 17(i) No university/DAI can start a law program without prior permission or recognition by the PBC.
9	International/ external/distance learning programs of foreign universities.	Rule 36 No college/institution can operate/function for imparting legal education under international/external/distance learning program of any foreign university without getting NOC from the PBC. Rule 37 College/institution desirous to seek No Objection Certificate (NOC) from the PBC shall fulfill the requirements given by PBC. Rule 39 The college/institution that is already imparting legal education under international/external/distance learning program of a foreign university/DAI shall approach the PBC for getting NOC

On the other hand, RA1 stated that the PBC had implemented the five-year LLB program throughout Pakistan upon which, after one year of its implementation, the High Court made the recommendation for a review to be conducted of all the colleges and the commission found that the “5-year LLB program can be conducted in Public Sector Universities but not in private affiliated law college”. Clearly, RA1 was of the view that the three-year

LLB program should be implemented alongside the five-year LLB program. He added that the decision should be made by the institutions concerned as to whether or not the institutions can offer the five-year LLB program. This is because implementing and executing the five year program is a much more difficult procedure due to lack of facilities and teaching staff (Khan, 2016). The view that both a three years and a five years program should be

conducted alongside was also highlighted by RHEC2 who mentioned that legal education may be pursued for the sake of knowledge in a three year LLB program as it helps people to know about the country's law and its legal system. The former Chief Justice of Pakistan, Justice Anwar Zaheer Jamali, in his address, had also asserted, "It is a misconception that legal education is solely for lawyers and those in law-related professions, it is also relevant and necessary for other fields of life" (Jamali, 2015).

When the respondents were asked about the five percent reserved seat allocations of the LLB program for the children of advocates, the single most striking observation that emerged from the interview was, "this is discriminatory". Almost all the respondents have clear adverse opinions with regards to allocated seats reserved for the children of advocates. However, RPBC1 stated that the PBC had implemented a five percent allocation because "we have a tradition of kinship in colleges". Evidently, he was speaking for his own self-interest.

The PBCLER 2015 had clearly stated that subject to the provision of the guidelines for admission, five percent of the seats shall be reserved for the sons/daughters of advocates who shall compete for admission in order of merit, among themselves. Such a provision also raised the controversial issue of the fundamental rights of all citizens of the country, as every citizen had a right to get admission so why these seats were specifically reserved for advocates. Previously, the PBCLER 1978 had allocated a provision of 10% whereas under the PBCLER 2015, the reserved provision was reduced to five percent. This implies that the PBCLER 2015 is more rigid, compared to PBCLER 1978. The five percent allocation reserved for the children of advocates seemed like a self-serving provision. As a result of this, it appears that the overall decision-making of the legal education system in Pakistan is predominantly controlled by lawyers, thereby it can be inferred that lawyers have a monopoly in deciding the needs of the country's legal education system (Siddique, 2013). It is hereby asserted that this rule is discriminatory and the courts should make a decision to remove this provision from the PBCLER 2015. In line with this, Rashid (2016) argued that as a profession that is supposed to act as a wall against discrimination and as the guardian of the rule of law, this provision is not acceptable as it violates the rights of the individuals. He went on to assert that such provisions do not only contradict non-discrimination requirements of the law but are also unique in the sense that no other respectable profession in Pakistan has ever made such a stipulation including the Medical Association and Engineering Association of Pakistan.

Total Number of Admissions in LL.B

Part-I Programme (Rule 5)

Rule 5(ii) of the PBCLER 2015 states that the total number of students in the LL.B program (Part-I) shall not be more than 100 while Rule 5(i) states that each section of a class shall not comprise more than 35 students. This implies that the LL.B. students would be grouped into three sections. It shows that while the new rule stipulates the same total number of students but it, however, restricts the number of students in one classroom; the PBCLER 1978 just mentioned a total number of 100 seats. With regards to this, Rashid (2016) asserts that some private law colleges had shown their disappointment because this imposition would directly affect the financial budget of the colleges concerned (Rashid, 2016). Some law colleges with a reasonable number of faculty members as well as other related facilities like classrooms, furniture, computer labs, teaching faculty, and others have questioned this restriction for admission (Mohla, 2016). The feedback of the law colleges is crucial and needs to be taken into account because they have the capability to produce more law graduates for the country.

With regards to this rule, the respondents unanimously endorsed the limitation on the number of students to not more than 35 in a classroom. However, all the respondents held the view that the limit on the total number of students to 100 can be increased based on the building's capacity, the facilities, the faculty and the size of classrooms available in the respective law colleges/institutions. Additionally, RA1 stated that the "Pakistan Bar Council should differentiate between legal education and legal practice, everyone has the right to get legal education as stated by the constitution". Restriction on the number of students for law graduation can deprive the interested candidates from the right of learning law.

Syllabus (Rule 7)

Rule 7 of the PBCLER states that the syllabus for the five year LL.B. program should include the subjects prescribed and duly approved by the PBC and the HEC and as modified by them from time to time (Revised Curriculum by PBS & HEC, 2014:15). As a result of Rule 4, institutions of law that were offering the three year LLB program had to convert to a five-year LLB program with a semester based examination system spread over ten semesters. The limitation of the three years program is that the number of theoretical subjects are far more compared to practical subjects and this is inadequate to provide the skills needed for practice. The five-year LL.B degree is both an academic and professional degree in law,

which is in accordance with the guidelines and requirements of the HEC and PBC (Rule 7PBCLER 2015). The syllabus is the basic component in a legal education system. The opinions of the respondents were elicited to gather some feedback which could be useful for making future improvements. RPBC2 was of the opinion that the HEC and the PBC were responsible for designing the new syllabus but in doing so, they had also made it possible for the universities to choose a number of elective subjects from a list provided by them. It is within the authority of the concerned university to restructure the elective subjects. However, it must be noted that compulsory subjects in the syllabus are adequate to provide the knowledge required for the current practical work in legal practice. Other respondents had slightly different views. RHEC1 and RHEC2 stated that there should be some practical subjects included in the syllabus as compulsory subjects such as Clinical Legal Education. They also mentioned that more weightage should be given to practice tasks in Mock Courts. On the other hand, RPBC2 suggested that research should be added as part of the curriculum whereas RA1 said that “the changes were very minimal and that they reflected the same old syllabus, hence, these should work well”. Evidently, the new syllabus comprised of the same courses as those previously conducted in the three year LL.B program vis-a-vis a number of new courses. The contents of the current syllabus were also endorsed by RA2 who stated that it is appropriate.

Rashid (2016) claimed that it is worth mentioning that the current syllabus for the five-year LL.B. program is the same one provided by the HEC and the PBC in 2011. He went on to add that an in-depth analysis will show that majority of the subjects are theoretical and many are related to social science subjects. Although the proposed (new) five-year LL.B. program may seem to consist of an updated syllabus, the truth is that only some components of the syllabus are new. Thus, it remains to be seen whether these new components of the syllabus will provide new directions for law students to absorb knowledge about law. Malik (2016) also endorsed that it also remains to be seen whether or not giving more focus to other subjects previously not included in the syllabus would offer more insight or knowledge to law students. It is still uncertain whether or not the new PBCLER 2015 are substantially practical to the current environment of Pakistan or whether they are still reminiscent of the old rules.

Medium of Instruction (Rule 9)

Among the new rules imposed by the PBCLER 2015, Rule 9 is also a controversial one because it stipulates that

students shall only be instructed through the medium of English. Over the years, there has been a conflict on the language that should be used in legal education. Further, this rule seems to be in conflict with the 2015 Supreme Court decision that Urdu, the national and official language of Pakistan, must be used in courts as well [Muhammad Kowkab Iqbal v Government of Pakistan (2015), PLD 1210]. Article 251 of the constitution of the Islamic Republic of Pakistan 1973 clearly states that “*The National Language is Urdu*”. Article 251 (3) of the constitution further states, that “*A Provincial Assembly may by law prescribe measures for Teaching, Promotion and use of a provincial language in addition to the national language*”. As a multilingual state, Pakistan has five major languages which are spoken throughout the country, that is, Punjabi, Sindhi, Pashto, Saraiki and Balouchi. Urdu is considered as the national language (Rahman, 2004). A study done by Gopang et al., (2017) concluded that “*a great majority of the sample reported that mother tongue leaves a greater as well as stronger impact on the students’ learning ability*”. Based on this, the researchers had suggested that education policy makers need to emphasize on the regional and national language as the medium of instruction for education purposes while English can serve as a second language. Likewise, in support of these arguments, Shuhabuddin et al., (2014) also claimed that Pakistan is a country where both English and Urdu are used in the government sector, corporate area, media, training and education as well as in other important fields. Based on this, it can be seen that English cannot be discontinued although attention needs to be given to the country’s official language.

From the interviews conducted in this study, RPBC2 agreed that English language should serve as the medium of instruction in law colleges as all the materials including books and court decisions are in English. The other respondents, however, had different opinions. A majority claimed that the national and/or local language should be the medium of instruction. For instance, RPBC1 stated that intelligent students invested all their energy in the translation process which takes up a lot of time such as thinking in the local language then translating it into English. This difficulty experienced by the students clearly indicates that result of their performance in the exam is not a true reflection of the students’ intelligence as the language proficiency could have affected their performance. The comment from RA2 confirms this:

I am very much clear that, a person cannot be judged of his intelligence or competency from the level of language. Government should start English language compulsory from grade one. Then you will have students for English medium.

RA1 also added, *“If the teacher speaks in English in front of a students who come from rural government school/ college, where only local languages are spoken, how they can understand in English?”* Similarly, RHEC1 and RHEC2 also supported the idea of adopting the regional local languages as the medium of instruction in law schools, besides English language. However, RA2 was of the opinion that the English language must remain as the medium of instruction. RA2’s views were endorsed in the recent Supreme Court direction where the medium of instruction in English was encouraged. The apex court directed that:

Law colleges must strive that English as a medium of instruction of legal subjects is adopted so that students are adequately proficient before they graduate (Civil Misc. Applications No.1939 of 2014 et al.).

Examination and Passing Percentage (Rule 11)

The Supreme Court’s judgment also pointed out that the examination system for legal education of Pakistan is very weak (Pakistan Bar Council vs. The Federal Government & Others PLD 2007 SC 394). As a result of this, Rule 11 of the PBCLER 2015 states that the examination of law students shall be based on the semester system and there shall be two semesters in a year. In this regard, universities/degree awarding institutions that had been following the annual examination system would be expected to shift to the semester system within a period of five years. This process of shifting from annual to semester system would take time since a lot of effort is required, both by the teaching faculty, administrative staff, as well as the students. Rule 11 also states that *“the students who have failed and those placed in compartment shall be allowed or be availed the supplementary examination”*. This provision suggests that students who failed in the previous attempt would be given another chance to take the examination and to perform better. Additionally, the rule asserts that *“the student placed in compartment shall not be permitted to appear in the next higher examination without having passed all the papers which he/she had failed”*. Such a provision of semester system ensures the quality of the students enrolled in the legal education as they go through two exams in a year and are not allowed to progress until successful completion of a particular semester. At the same time, the rule indicates that:

The student who fails three times continuously in an examination shall be debarred from appearing in further examination and any student who fails to appear in an examination within two years after completing his/her term, he/she shall not be permitted to appear in the next examination.

All these requirements set a higher standard for the law students, which seems like a good effort by PBC. Prior to this, the PBCLER 1978 had adhered to the annual examination system which allowed only one examination a year which is a rigid restriction. However, the new rule offers students two opportunities in a year. With regards to marks, Rule 11 of PBCLER 2015 clearly mentions that:

The passing marks in the examination shall be 40 percent on individual paper and 50 percent in aggregate and there shall be only two divisions 1st division and 2nd division. Those who obtain 60 percent or more marks shall be placed in the 1st division.

This shows a clear distinction in the grading scheme for law students but the benchmark used to distinguish the division is still unclear because it does not specify the criteria needed to fulfill the 60% weightage. In line with this, it appears that there is an additional issue with regards to examinations. As can be noted in the PBCLER 2015, the examination system that is being outlined in Rule 11 seems to be the only assessment mechanism to distinguish pass/fail students and 1st/2nd division graduates but no detailed criteria are offered. With regard to these criteria components of the examination, it is evident that the PBCLER 2015 had not made any provision to consider such components or tools as assessment methods that can culminate in a final grade. Furthermore, Siddique (2007) argued that this serves as a vague provision to law colleges/institutions that organize and conduct such examinations on behalf of the parent public sector university. For instance, there are numerous internationally accepted mechanisms of examinations which have been adopted universally to gauge performance and to give grades. They include weightage of marks given to components such as class participation, presentation, mid-term examination, quizzes, mock trials and others. A combination of these assessment tasks helps students perform better in their assessment and it also allows students to see where their strengths or weaknesses are so that more effort can be put into addressing their weaknesses. Consequently, this would ensure that the graduating students are more competent with a complete range of skills needed in real life. This lack of diverse assessment methods in the examination system implies that law institutions are placing more emphasis on students’ memorizing skills needed for pure written examination method which does not emphasize on their ability to present and analyze issues critically (Siddique, 2007). Further analysis also showed that the “passing criteria” of the PBCLER 2015 was the same as the one evidenced in Rule 13 (a) of the PBCLER 1978 where it stipulates 40 percent for individual exams and 50 percent for aggregate. This outcome clearly shows that the concern

shown for the quality of examination has not been given adequate attention and emphasis (Rashid, 2016).

This issue was presented to the respondents and they were asked to share their views on the rules for examination. All agreed that this rule requirement is only suitable for the annual examination system and not applicable for the semester examination system. RPBC1 admitted that there was a flaw in this rule and he attributed this flaw to the fact that members of the PBC legal education committee do not have the expertise. These rules were designed by members of the Pakistan Bar Council who are themselves probably not qualified to design the rule because they are not directly involved with academia. Their input could have been taken wholly from the suggestions of others without proper considerations. He went on to add that, evidently, some areas of the proposed law education had been overlooked. Further, RPBC2, RHEC1 and RHEC2 have suggested that the Cumulative Grade Points Average (CGPA) system should be adopted into the legal education system. This is more in line with the semester system recommended for law institutions. Contrary to the above statements, RA1 and RA2, who are both academics, mentioned that both the annual and semester examination system are acceptable.

Prior to the new rule (Rule 12) of the PBCLER 2015, it has been a practice in Pakistan that when a law student failed repeatedly in the law examinations, he/she would be disqualified from taking any further exams. This practice was also endorsed by RPBC1 who claimed that PBC's legal education team is thinking about this seriously and they are looking for an alternative to give students who cannot go further, a way of exiting the program with a BA equivalent. This opinion was also supported by other respondents. However, RA1 indicated that "the semester system works in the public sector but it doesn't work in the private sector properly". He justified this statement by claiming that the public sector institutions have facilities for conducting examinations easily as compared to the private sector due to lack of facilities. Furthermore, in reference to examinations, the Supreme Court in its latest direction on legal education also gave emphasis on this issue by stating that:

The HECP shall, in collaboration with universities imparting legal education and the PBC, shall consider the matter of assessment/evaluation of the examinations for LL.B classes exhaustively and make recommendations for updating and improving the current system of such examination to make it more relevant, practicable and reflective of the real talent and potential of candidates (Civil Misc. Applications No.1939 of 2014 et al.).

Legal Education at the Level of LL.M/PhD (Rule 13)

Rule 13 states that "a University or DAI wishing to impart legal education at the level of LL.M shall have to seek prior permission and the approval of the PBC and HEC". This can be achieved by submitting an application which provides details and justifications for the application to the PBC and the application should be accompanied by a list of the faculty members who are engaged for such a purpose. Additionally, the application shall be complemented with other necessary documents, along with the fee of 1 million rupees (PBCLER 2015). This rule, nonetheless, made no mention of other requirements such as the quality assurance mechanism or the eligibility of students to get admission in the post-graduate level. The 1973 Act gives authority to the PBC to regulate legal education and the enrolment procedure at the graduation level. However, LL.M. and Ph.D. programs are post-graduate level, hence the rules are not be applicable to these two post-graduate programs (Sheikh, 2016). Additionally, it is noticed that the PBCLER 2015 had omitted the directions needed with regard to how the post-graduate law programs should be conducted. Hence, this concern also raises some issues. Despite the fact that the PBCLER 2015 may not be concerned with the LL.M. and the Ph.D. degree programs as research degrees, it appears that licenses are currently being issued on the basis of the LL.B. programs but not the LL.M. or Ph.D. programs (Mohla, 2016).

When asked about Rule 13 which states that the university or degree awarding institute desiring to impart legal education at the level of LL.M/Ph.D. shall have to seek prior permission and approval from the PBC, followed by required documents and the fee of rupees 1000000/- which is non-refundable, RA1 said that "*With this rule, the Bar Council exceed the powers, they have no authority to do this*". RPBC1, however, justified this rule as the regulator's authority which had already been stipulated in the 1973 Act. It was mentioned that the people who had invested huge amounts of capital in private law colleges need to take note that there are some penalties for breaching these rules, encompassing huge amounts that are equivalent to a non-refundable security deposit when PBC suspend Law College's recognition, this amount will be forfeited. Although it can be envisioned that the amount of one (1) million rupees in today's era is not a huge amount, nevertheless, it is a substantial amount considering the fact that making an investment in the legal education can cost a lot of money. For example, an investor needs to establish an educational college on four canals (1000 sqy) of building, hire faculty members, institute a total of 5000 books in the library and so on, all of which can amount to more than 20 million rupees. RPBC2 had a

different opinion stating that it is irrelevant whether PBC or Provincial Bar Council had the power to regulate LL.M. and Ph.D. program because when someone is doing post-graduate studies in legal education, it automatically means he has to follow the PBC rules. He went on to add that it is not necessary for the PBC to constitute a separate body for post-graduate level of education. RHEC1, on the other hand, was of the opinion that the PBC was authorized, under the 1973 Act, to encompass decision-making up to the graduate level only, not including LL.M. and Ph.D. programs, but the rule was not unjustified. A further response was added by RHEC2 wherein it was stated that the need for an approval is good because there will be visits done by PBC. He justified his claim by stating that other professional bodies such as Medical Association and Engineering Association also have similar requirements. However, he claimed that the fee is unfair, it is too much. RA1 supported this point as well, "PBC has no authority to do this at postgraduate level, why should they take 1 million?" This was followed by RA2 who also supported the rejection of this rule and asserted that it is absolutely wrong.

However, as per the direction of Supreme Court in the recent case (Civil Misc. Applications No.1939 of 2014 et al.), universities/colleges/institutions should be banned from conducting LL.M. and Ph.D. programs, if they have failed to obtain approval from PBC. The Apex Court directed as follows:

The universities and institutions that are not recognized and authorised by the PBC to confer LL.B. degree shall not impart legal education to students at LL.M. and Ph.D. levels or to admit students to either of such programmes. The same rule applies to law colleges affiliated to such universities and institutions.

Inspection of Law Institutes (Rule14)

One of the most important issues noted in the PBCLER 2015 is the inspection of law colleges/institutions. Rule 14(1) (i) emphasizes on the inspection process stating that "*all the law faculties, law colleges/institutes shall be inspected by the inspection team*". The team shall be appointed by the legal education committee, the members consisting of a member of the PBC, a nominee from the HEC and a nominee from the university concerned. Additionally, the legal education committee of the PBC may also nominate one or more of its members to conduct the inspection. Further to the above, Rule 14 (2) also states that:

The PBC and the concerned provincial bar councils or the Islamabad Bar Council shall be given adequate

representation on the Boards of Studies, Faculties of Law, Boards of Governors and other bodies set up for governing the Law Faculties, Law Departments and/or Law Colleges.

This implies that the procedure for inspection mentioned in Rule 14(1)(ii) requires that the team members shall inspect the teaching and general working procedures so as to ensure that faculties are in compliance with the rules. Rule 14(1)(iv) further provides the guideline for the travelling expenses of members of the inspection team as "*it will be borne by their concerned bodies but boarding and lodging facilities will be provided by the respective law faculty/department/college*". It further adds that if, after conducting the inspection, the team is not satisfied with the compliance of the rules, the inspection team may de-recognize the law college/institution. Nonetheless, it is advised in Rule 22 that "*the university or degree awarding institution aggrieved by the order of de-recognition, may file a review petition within 30 days upon receipt of the order of de-recognition before the PBC*". Additionally, an amount of 100,000 rupees (One hundred thousand rupees only) should also be deposited in favor of the PBC while the inspection procedure shall be conducted by the inspection team. Rule 31 of the PBCLER 2015 further states that:

There shall be at least one internal inspection in every academic year of the law college by the inspection committee of the university comprising of the Dean, faculty of law/head, law department. However, in the absence of the Dean, faculty of law, principal of constituent law college of the concerned university as its chairman, the principal/dean of university law college from another province, one nominee each of the PBC and HEC.

Such an inspection is performed by the internal inspection team formed by the university/college while the external inspection team is from the PBC and the HEC (Rule 31, PBCLER 2015). Rule14 of PBCLER 2015 mentions that the inspection procedure of law colleges has to be enhanced but the mechanism and the benchmark used to ensure quality assurance were not stated clearly. In fact, the rules noted in the PBCLER 2015 do not contain any guidelines suggesting how such an inspection should be conducted. Moreover, since the majority of the inspection committee members are advocates from the Bar Council, it seems odd because as a professional discipline, the inspection should be conducted by educationists and experts in the field (Qureshi, 2015). In the past, the issue of inspection and evaluation of the law exams has been one of the conflicts brewing between the PBC and the HEC as these two bodies seemed to have overlapping authority. With the PBCLER 2015, however, there is

some clarity noted in Rule 14 which asserts that the PBC can inspect with the collaboration of other stakeholders. This issue was also highlighted in the responses of the respondents.

As shared by RPBC1, the PBC is reviewing this matter. It appears that university representatives who were part of this inspection committee were assumed to come from the law faculty. From the responses of RPBC2, it seems that the inspection process comprised multilayers of checking and controlling. RPBC2 also mentioned that it would have been better if universities were inspected before law colleges were inspected. He added that if the universities were found to be functioning properly, then the law colleges under the wings of these universities would also be working properly. He further emphasized that the main negligence is that such inspection procedures were not performed hence it is the negligence of these universities when the law colleges working under their wings were not following the rules. The views of RPBC1 and RPBC2 illustrated that the PBC had only been focusing on the implementation of its rule and not on the syllabus improvement or the quality assurance mechanism which evidently can make contributions in resolving some of the issues in the law faculty. To some extent, there was also some disagreement among the respondents.

As can be seen, the opinion of RHEC1 is contrary to the others. For instance, RHEC1 mentioned that “the inspection powers should be given to HEC as they have the capacity in terms of academic manpower”. He further argued that the PBC has neither academicians nor a PhD holder in its team. In this regard, it is uncertain how the PBC can function efficiently when the members conducting the inspection on the academicians are better qualified in terms of higher qualification in the law discipline, than the advocates who drew up the rules. This comment was also agreed upon by RA1 and RA2.

Moreover, in the recent case of Supreme Court (Civil Misc. Applications No.1939 of 2014 et al.), the court gave direction regarding the inspection and affiliation of law colleges as:

Every affiliating university shall constitute a separate Affiliating Committee for initial and annual inspection of its affiliate law colleges and to take immediate action against those affiliate law colleges which are non-compliant with the rules framed by the PBC and the applicable rules of the affiliating university itself.

It must be noted that the Pakistan Bar Council had noticed the poor conditions of the legal education in the country and approached the Supreme Court regarding

it. Further, there were other constitution petitions and miscellaneous applications which jointly led to the 2018 decision by the Supreme Court (Civil Misc. Applications No.1939 of 2014 et al.). As a result of the interim order presented in August 2018, as many as 96 law colleges in the country were declared having substandard requirements and the order also directed that such institutes be disaffiliated from their respective varsities. Moreover, 23 law institutions were instructed to improve on the areas identified as wanting within six months.

Recognition of Universities and Degree Awarding Institutions by the PBC (Rules 15, 16 & 17)

Rule 16 (i) of the PBCLER 2015 asserts that any national or international university or DAI intending to impart legal education may apply to the PBC for recognition, using the prescribed application procedure, accompanied by a fee of Rs. 15,00,000. Since institutions have to bear this amount, it is likely that this will be passed on to the students and eventually parents who will bear the full brunt of all excessive charges, in one form or another. Indirectly, this procedure can have an impact on the legal education system of Pakistan, making it more difficult for the middle-class students who cannot afford the fee to attain a law degree (Qureshi, 2015). Similarly, Rule 16 (ii) also mentions that any person having obtained a Bachelor's degree in law from a university outside Pakistan but not recognized by the PBC, may apply for recognition of the said university and its LL.B. degree via the prescribed form accompanied by a non-refundable fee of Rs. 25,000.

On the whole, this rule can be seen to be very strict for any violation will result in the university/institution to be de-recognized. For the assurance of imparting quality legal education strictly in accordance with the syllabi prescribed by the PBC and the HEC, a law institution must ensure that its law program is conducted following only the five year composite law program for LL.B., as per the standard and criteria prescribed (Rules 15 to 23, PBCLER 2015). He went on to assert that this can be traced to Rule 20 of the PBCLER 2015 which states that:

There will be no recognition for any university/DAI by the PBC which affiliates any law college after enforcement of these rules and in the event of violation the concerned university/institution shall be liable to be derecognised after being offered an opportunity for hearing.

In his formal reply to the Chairman of the Pakistan Bar Council's Legal Education Committee regarding the show

cause notice issued to the University of Management and Technology about its law program, Sheikh (2016) stated that scholars and practitioners have been criticizing PBCLER 2015. He added that the PBC, as a regulatory body, is not empowered to prevent a university from advertising and conducting law programs. The PBC's role is merely to give "recognition" to universities and to "inspect" them for quality assurance. The term, "recognition" is a mere reference to a degree that is "recognized" by Pakistan so that those who enrolled in such law programs are qualified to apply and enroll for the bar. Since the PBC has no jurisdiction over postgraduate law programs, it is plausible that institutions in Pakistan without the said recognition insisted by the PBC would be awarding LL.M. degrees as well. It appears that even the lack of recognition does not deprive such institutions of its authority to grant law degrees (Sheikh, 2016). This issue has been envisaged by the Pakistan Bar Council Legal Education Rules 2015 as steps are currently being outlined for such institutions to abide by the PBC's recognition requirement.

Rule 1517 acknowledges PBC's powers for recognition and de-recognition of universities/colleges/degree awarding institutions both at local and international level. The respondents were asked to give comments on these rules which give extensive powers to PBC. In response, RPBC1 said that, "These things come under the authority of the governing body" so there are no controversies regarding it. The other respondents also agreed. However, in responding to the amount charged as recognition fees, RPBC1 justified that such a fee will be charged under the condition when a foreign university wants to open a branch campus in Pakistan. Implementing this fee on such universities will ensure that these universities take their obligation seriously to be at par with local universities. RPBC1 further added that any foreign university that wants to offer a law program as part of the legal education in Pakistan will have the support of the PBC. It will extend its full co-operation to such universities that are expected to adhere to the same rules that apply to local universities. He is of the opinion that the amount levied is not excessively high, in fact it is a fair amount as it only amounted to USD12000.00. As a one-off payment, the amount actually entailed many procedures. For instance, the PBC has to pay a certain amount of money to the HEC for the verification purpose. After this, the PBC has to convene a special meeting which comprises a five member committee. For this task, the PBC has to incur additional expenses such as the transportation fees of these committee members giving justification to this amount of money. RPBC2 also argued that this amount of money is certainly much lesser than the money a student

studying overseas would need to spend. For instance, a student whose law degree comes from another country also has to bear living expenses of between three to five years, whether on scholarship or on personal expenses. All these would add up to between 2040 lacs, thus, the Rs. 25000 is certainly very minimal. On the other hand, RPBC2 was of the opinion that this issue is very much one of an administrative nature. RHEC1, RHEC2 and RA2 were, however, of the opinion, that this is a huge amount and it is unjustifiable. This was further endorsed by RA1, who likewise argued that this amount is excessive. He asserted that the PBC had crossed its jurisdiction in making these rules. He affirmed that the PBC is only a statutory body and in his opinion, this seemed to be an approach for the PBC to collect money.

The powers of PBC under Rule 15 & 17 have been endorsed in the recent direction given by the Supreme Court in the case, Civil Misc. Applications No.1939 of 2014 et al. Further, the court has directed that a university that is not recognized by the PBC to offer law programs should not grant affiliation to any institution pretending to be a law college. Accordingly, as a result of the direction given by the apex court, five law colleges affiliated with the Shaheed Benazir Bhutto University, Benazirabad were ordered to be immediately closed down for the reason that their affiliating university was not recognized or authorized by the PBC to offer a LL.B. program (Civil Misc. Applications No.1939 of 2014 et al.).

International/ External/ Distance Learning Programmes of Foreign Universities (Rule 36, 37 & 38)

Besides law degrees offered by local institutions, legal education in Pakistan may also be obtained from foreign institutions through local law colleges by way of distance learning programs such as the external law program from University of London. The PBC allows local law colleges which are affiliated with foreign law institutes to conduct such law programs. Subsequent to the completion of such programs, successful candidates are awarded foreign law degrees as they are already recognized. The directives given by the PBC to such law colleges that conduct the International/ External/ Distance learning programs through foreign universities are different from those offered by local universities/degree awarding institutes. This is stipulated in Rules 36 to 40 of the PBCLER 2015 which clearly mentions that "*no college/institution shall operate by imparting legal education under international/ external/distance learning programme from any foreign university unless it obtains NOC from the PBC*". Law

colleges that intend to seek No Objection Certificate (NOC) from the PBC so as to impart legal education under the umbrella of international/external/distance learning programs of a foreign university/institution would need to submit an official application to the legal education committee of the PBC along with Rupees1.5 million as a fee for grant of NOC (Rule 36 to 40, PBCLER 2015). This is in continuation with Rule 15 of the PBCLER2015. This is an effective way to control the quality of the legal education being offered in Pakistan. Responses drawn from the respondents showed support.

RPBC1, RPBC2, and RHEC2 agreed that these rules are valid. While RA2 supported this rule, he also emphasized that when the PBC affiliates law colleges/institutions with any university, it is important for the PBC to verify the qualifications of the people involved. Likewise, it is necessary to verify the law colleges/institutions that intend to impart legal education under the international/external/distance learning programs. In this way, the PBC can ensure quality. Nevertheless, RHEC1 noted that both these rules are also unjustifiable as they were designed to control the authority of universities. RA1 argued that it was justifiable for the HEC to do this because they have set a criterion for the higher education of Pakistan, thus the regulatory body can set the standard and it should have the right to give/withhold a NOC. However, he opposed the PBC's role, whose job is only to suggest the subjects but it seemed to be involved with other issues of legal education.

Limitations in the PBCLER 2015

Thus far, the above sections had outlined the contents stipulated in several rules of the PBCLER 2015. As is common in all policies or guidelines, whenever steps are taken to address certain issues, there will always be some limitations. In this regard, the analysis of the PBCLER 2015 has also highlighted a number of limitations. The respondents' responses are first provided to illustrate this point.

RPBC1 admitted that the rules are neither complete nor comprehensive; they are still under review as they were developed in an urgent manner, due to the fact that the tenure of the elected body of PBC was at the expiring stage. He went on to add that currently, the PBC is reviewing the rules and it is likely that this has been triggered by some public feedback, thus it is hoped that the committee in the PBC would give more thought on these rules before making their decisions. Analysis has also shown that some of the PBCLER 2015 rules were self-contradictory, some were too harsh while others were

too lenient. These would create a chaotic procedure for the institutions as well as the students enrolled in such LL.B. programs. For example, rule 20 had stated that no new private law colleges will be affiliated and this is in conflict with the constitution which guarantees the right of education to all citizens. He ended with the hope that the PBC will suitably amend the PBCLER2015 as most of the rules were designed without proper thought and without proper consultation with the key stakeholders and thus they can be further improved.

RPBC2 had observed that these rules are more theoretical than practical and that their implementations are loose as there are many weaknesses in the implementation. One of these was the lack of a proper quality assurance mechanism. He added that the rules in the PBCLER 2015 mentioned nothing about the examination system, which is disappointing. He further asserted that, "there is lot of improvement required for it". Likewise, RHEC1 also mentioned that "these rules are more authoritative rather than a good guideline for legal education". Further, RHEC2 added that there was a "lack of consultation with the stakeholders, as there normally is when rules are made". Linked to this was the opinion of RA1 who emphasized that all these rules did not help to improve the legal education but in fact made the system even worse. He was astonished by the fact that non-academics could be assessors who assessed the performance of a professional teacher. The limitations were also noted by RA2 who mentioned that there should be amendments made to these rules.

Conclusion

The findings from past literature and interviews conducted clearly denote that the PBCLER 2015, despite all its lofty goals, had failed to address some fundamental questions like how to improve the quality of legal education offered by law colleges/institutions, how to produce good quality legal research, how to attract the best students to law programs and how to produce law graduates who are equipped with the requisite skills and who can play an essential role in uplifting the Pakistani society, in general, and the legal profession, in particular. It seems clear that changes made in the curriculum design and the presence of the HEC in this matter, are not sufficient in raising the legal education standards of the country. Changes may need to come from the PBC which needs to change its current attitude of imposing power and stringent rules on legal education without proper implementation and guidance on how to ensure quality assurance. It needs to focus on the importance of developing

a cadre of legal academics who are equipped with the competence to teach law well and with conviction and it needs to develop academics who are inclined towards conducting research, thereby developing their research expertise (Qureshi, 2015). Both competencies are necessary to raise the standards of the teaching and researching faculty because they go hand-in-hand in developing the standards of future graduates as well as addressing what is missing in the legal system or education of this country, thereby enhancing the nation's development. Besides this, a greater emphasis needs to be placed on the examinations conducted by the universities and the criteria for membership to the Bar Council. There should be a shift in some aspects of the examinations as current examinations compel students to apply their knowledge to legal scenarios only, in a manner that focuses on memorization. It is proposed that some aspects of law examinations be changed so that the students' ability to reason and argue can be developed in preparation for their future as advocates and as empowered individuals who can lead. More importantly, due to the particular way in which the PBC works and its authority to issue eligibility requirements for office holders in the legal education committee, it would be proper to delegate the authority in educational decisions to them. As stated by Siddique (2007), there is presently a need for academic legal experts to be involved in curriculum development and inspection. These stakeholders can collaborate with the PBC in developing the legal education curriculum. Although the recommendation to integrate a more active role for academics in PBC's decision making on issues related to legal education curriculum may not be easy, it is significant. There is a need for the Bar Council to accept the importance of legal academics and to take steps to promote it (Siddique, 2007).

The rules proposed by the PBCLER 2015 have given good administrative directions for quality assurance. However, they have failed to provide the pedagogical methods to do so. Furthermore, the basic standards for graduation have also not been identified since the elements of legal ethics are a mandatory requirement in order to graduate in the LLB programs. The PBCLER 2015 has been silent on the issue of how, what and to what level to impart knowledge and the importance of legal ethics to law students (Malik, 2016). Similarly, the PBCLER is also silent on issues related to the benchmark of standards for quality assurance. It has not even provided the minimum requirement for concerned law colleges to teach practical skills to law students. It can be concluded that the PBCLER 2015 had overlooked the rules for Clinical Legal education to be regarded as a practical skill for law as a profession.

Based on the findings from past literature and interviews, it can be concluded that the PBCLER 2015 contains several primary deficiencies which are important for quality legal education. However, it must be noted that these interviews were conducted in the months of March and April 2018. Despite this, it is interesting to note that the recent Supreme Court (Civil Misc. Applications No.1939 of 2014 et al.) decision which gave directions on the decline of legal education in the month of August 2018 in its interim order clearly proves the validity of the findings from past research and interviews conducted. It is obvious that the rules developed have failed, most importantly, to offer the basic requirements of ensuring a quality assurance mechanism (Kalanauri, n.d). Therefore, it is suggested that the PBCLER 2015 rules be reviewed and amended quickly. The quality of legal education in Pakistan is of utmost priority because the development of the nation lies in the hands of good legislators, effective policy-makers and good leaders.

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Decision Making Using DEMATEL: Avoid the Big Mistake**A.S.M.Touhidul Islam and Shariman Bin Mustafa***Faculty of Industrial Management, Universiti Malaysia Pahang, Lebuhraya Tun Razak, 26300 Gambang, Pahang, Malaysia***ARTICLE INFO***Article history***RECEIVED:** 02-Sep-19**REVISED:** 02-Oct-19**ACCEPTED:** 04-Dec-19**PUBLISHED:** 16-Dec-19

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Email: asm_touhidul_islam@yahoo.com**Abstract**

Multi Criteria Decision Making, a quite common task in operation management, uses Decision Making Trial and Evaluation Laboratory method widely to identify causal relationships among factors and to draw attention to valuable insights. The scope of this method has reached the manufacturing industry, social activities, farming, financial system, environmental science, energy, and other areas, and has solved numerous practical problems. But the author has found that the results are significantly misleading as and when it is applied with global (or overall) consideration or even elements/category of unequal weights. To show the serious differences in the results misguiding decision makers, an example has been demonstrated in this study. Some previous studies are also presented in this regard. In any case, the result of the Decision Making Trial and Evaluation Laboratory from global calculation and analysis can be corrected if performed based on distinct elements (cluster wise) separately. Grading success or failure factors as per distinct elements of a system and integrating them as per criticality found at the element level, is an added methodology to the existing knowledge of using Decision Making Trial and Evaluation Laboratory. This new approach will help to decide critical factors in a truly holistic way and implement any principles, policies, or system more confidently.

Keywords: DEMATEL method; decision making; multi criteria; critical factor**Introduction**

Studying social science topics usually depends on statistics as a major analytical tool and seeks to generalize from sample data collected from a population. The fundamental assumptions of the statistical approach, such as the assumed probabilistic distributions of data sets and the independence of variables, are unrealistic and unsuitable for certain real-world problems with complex and interrelated variables, attributes, and criteria (Liou & Tzeng, 2012). Here comes the Multi Criteria Decision Making (MCDM) study which is aimed at solving a pre-defined problem; therefore, more emphasis is placed on constructing models that may be close to the preference of the decision maker (DM), and yield ideal or satisfactory guidance for decisions. In statistical methods

and models, such as regressions, the effect of random errors is assumed to be generated independently from a normal distribution with zero mean and a specific variation. But the assumption for the probabilistic distribution of the effect of random errors is neither identifiable nor examinable (Berk & Freeman, 2003); however, it has certain effects on the obtained regression model (Tzeng & Shen, 2017). Hence researchers prefer the MCDM method to solve practical problems.

Also, a research project based on statistics attempts to generalize its models to support its hypotheses and theories; consequently, such projects must collect data samples that are sufficiently large to be representative for the assumed population, which can only provide averaged numbers (Spronk et al., 2005) from the sample data. Such

averaged results can describe or explain the relationships among the explanatory and response variables. By contrast, MCDM studies often address a predefined case in which DMs attempt to select the optimal decision (ranking or resource allocation). The MCDM approach also avoids questionable probabilistic assumptions and seeks to solve problems. Again, the statistical approach tends to collect questionnaires from all available employees or shareholders to determine the average opinion; but the MCDM approach would query the preferences, knowledge, and experience of the managers of the company to devise an optimal strategy. Thus, the statistical approach puts more emphasis on examining the relationships among the variables for theoretical purposes, whereas the MCDM approach focuses on supporting DMs who must solve complicated decision problems in practice (Tzeng & Shen, 2017). Hence for the study of ranking success factors, enablers, or barriers based on experts' judgment, MCDM is preferable to statistical analysis tools and models.

Following Omrani et al. (2019), MCDM problems can be categorized into two subfields: "Multiple Attribute Decision-making" (MADM) and "Multiple Objective Decision-making" (MODM). MADM is concerned with ranking or selecting by weighing up predetermined alternatives, and MODM is aimed at identifying the most favourable outcome by searching for a competent frontier within a solution space under the given constraints. Most conventional MCDM research comprises these two subfields of MADM and MODM (Köksalan et al., 2011). MADM methods are mainly devised for evaluations. By contrast, MODM is more suitable for designing or planning by optimizing the allocation of limited resources.

While discussing multi criteria problems, Sivakumar et al. (2018) stated that criteria interaction is principally of two categories, namely, "criteria dependency and criteria interactivity". Again, criteria dependency is subdivided into three types, namely, "structural dependency, causal dependency, and preferential dependency". In causal dependency, cause and effect relationships among factors are identified, and the statistical results are drawn (Sivakumar et al., 2018). Gölcük & Baykasoğlu (2016) mentioned seven key techniques to find causal dependency: "Causal maps" (Rodrigues et al., 2017), "Decision Making Trial and Evaluation Laboratory" (DEMATEL) (Wu & Lee, 2007; Patil & Kant, 2013), "Fuzzy cognitive maps" (Salmeron et al., 2012; Ferreira et al., 2017), "Bayesian networks" (Zeng et al., 2016; Marvin et al., 2017), "System dynamics" (Xu & Coors, 2012), "Interpretive Structural Modeling" (ISM) (Purohit et al., 2016; Girubha et al., 2016;

Agi & Nishant, 2017) and "Structural equation modeling" (SEM) (Bagozzi, 2010; Hair et al., 2012).

The DEMATEL method was developed in Switzerland in the seventies of the twentieth century by E. Fontel and A. Gabus. The idea of the creators (Gabus & Fontela, 1973) was for it to serve as a tool that would make it possible to solve complex problems and analyze a variety of causal links. The DEMATEL method is being used increasingly to solve various social, economic, or technical problems. A crucial assumption of this method is the comparison of objects in pairs. These objects are usually the considered factors, variants of a decision, or event. When making comparisons, the interaction between the objects being compared should be kept in mind. After considering the set of relations that exist between the compared objects, it is possible to build a graph of direct impact that illustrates these relations and is easy to interpret (Gołąbeska, 2018).

Causal maps demonstrate causal relationships of different factors using positive or negative loading of potency indicated with numbers ranging from zero to five (Rodrigues et al., 2017). The DEMATEL method identifies net causes and net effects; forms the inter-relationship map (IRM) among factors based on threshold value; and finally, provides a structural framework for the system (Wu & Lee, 2007). Combining cognitive mapping with fuzzy logic, the fuzzy cognitive map is created (Salmeron et al., 2012) which represents the given system graphically. Bayesian networks also generate graphical models to represent information related to an undecided domain (Zeng et al., 2016). ISM is applied to identify relationships between factors and define problems clearly (Purohit et al., 2016). "System dynamics" defines problems dynamically presenting different stages of modeling and mapping (Xu & Coors, 2012), and guides to understand multifaceted problems while SEM also defines the structural relationship among factors but to provide statistical results (Bagozzi, 2010). All these methods have some strengths and weaknesses but the DEMATEL methodology is more popular for the following reasons:

- i. Relatively, it is not so inflexible (Bouzon et al., 2018).
- ii. Unlike ISM, it allows broad variations in relationships among factors (Yang & John, 2003; Zhu et al., 2011; Bai & Sarkis, 2013; Bouzon et al., 2018).
- iii. To compare with "Analytic hierarchy process" (AHP), Zhu et al. (2011) stated that "DEMATEL provides multiple directional relationships, while AHP has only a unidirectional relationship and multiple separate

matrices requiring integration” (Sivakumar et al., 2018).

- iv. In comparison to the fuzzy set and probability theories, the most important benefit of DEMATEL method is its lesser requirement of sample data and higher flexibility in pattern recognition (Yang & John, 2003).
- v. Another key advantage of DEMATEL over other systems is its confidence on its ability to produce possible results with least amount of data (Bouzon et al., 2018).
- vi. The matrices portray contextual associations among system elements, where the numbers represent the strength of influences (Bouzon et al., 2018).

Problem Statement

“Most decision-making methods assume interdependence between the criteria of a decision and the alternatives of that decision, or simply among the criteria or among the alternatives themselves. However, assuming interdependence among criteria/variables is too strict to overcome the problem of dependent criteria, therefore, some papers have discussed ways to overcome this problem. The DEMATEL method is used to detect complex relationships and build the IRM of relations among criteria. The methodology can confirm interdependence among variables/criteria and restrict the relations that reflect characteristics within an essential systemic and developmental trend” (Yang et al., 2008).

But the problem in DEMATEL may arise when some factors, under a categorical element of a system like lean manufacturing, sustainable supply chain etc., do not appear influencing other factors higher and these less influential factors are omitted as non-critical. To ensure the system works properly or is even implemented effectively in the first place, all elements need to be well set in place. Especially, if the element is a distinct integral part of the system, it needs to be ensured to establish, hence the factors related to that specific element requires pair wise comparison for critical. Otherwise, the system is not completely addressed and subsequently, may fail as a whole. Commonly, impact relations of some factors may not be in the higher rank in overall implementation but for a specific element of a specific principle they can be highly influential. Therefore, segregating factors as per elements of a management system; analysing and identifying critical factors for all the elements separately; and then compiling them as per criticality found at the

element level, is required to add to the existing knowledge of DEMATEL methodology.

Dematel Method

DEMATEL method was initially developed in 1970s in the “Science and Human Affairs Program of the Battelle Memorial Institute of Geneva” to study the intricate and intertwined problematic group. It has been extensively acknowledged as one of the best tools to solve the cause and effect relationships among the evaluation criteria (Wu et al., 2015; Kusi-Sarpong et al., 2016; Dong et al., 2016; Gan & Luo, 2017; Gołabeska, 2018; Sivakumar et al., 2018; Moktadir et al., 2018; Mangla et al., 2018) for its substantial benefits (Zhu et al., 2011; Bai & Sarkis, 2013; Bouzon et al., 2018) over other multi criteria decision making methods. The procedure (Yu & Tseng, 2006; Liou et al., 2007; Tzeng et al., 2007; Wu & Lee, 2007; Yang, et al., 2008; Shieh et al., 2010) of DEMATEL method is presented below in Figure 1.

Step 1: “Calculate the initial average matrix by scores. In this step, respondents are asked to indicate the degree of direct influence each factor/element i exerts on each factor/element j , which is denoted by A_{ij} . We assume that the scales 0, 1, 2, 3 and 4 represent the range from no influence to very high influence. Each respondent would produce a direct matrix and an average matrix” (Yang et al., 2008). For each expert, an $n \times n$ non-negative matrix is constructed as $X^k = X^k_{ij}$, where k is the expert number of participating in evaluation process with $1 \leq k \leq m$. Thus, X^1, X^2, X, \dots, X^m are the matrices from m experts (Liu et al., 2011; Sumrit & Anuntavoranich, 2013). To aggregate all judgments from m experts, the average matrix $Z = [z_{ij}]$ is shown below (Sumrit & Anuntavoranich, 2013).

$$Z_{ij} = (1/m) \sum_{k=1}^m x^k_{ij} \quad \text{Equation [1]}$$

Step 2: The “normalized initial direct-relation matrix” (Wu & Chang, 2015) $D = [d_{ij}]$, where the matrix value is ranged between $[0, 1]$. The calculation is shown below (Yang et al., 2008; Sumrit & Anuntavoranich, 2013):

$$D = \lambda * Z \quad \text{Equation [2]}$$

Where $\lambda = \min[1/(\max_{1 \leq i \leq n} \sum_{j=1}^n |Z_{ij}|), 1/(\max_{1 \leq j \leq n} \sum_{i=1}^n |Z_{ij}|)]$

Step 3: The “total-influence matrix T ” is obtained by utilizing Equation 3, in which, “ I is an $n \times n$ identity matrix”. The indirect effects of factor i on factor j are represented by The element of t_{ij} , then the total relationship between

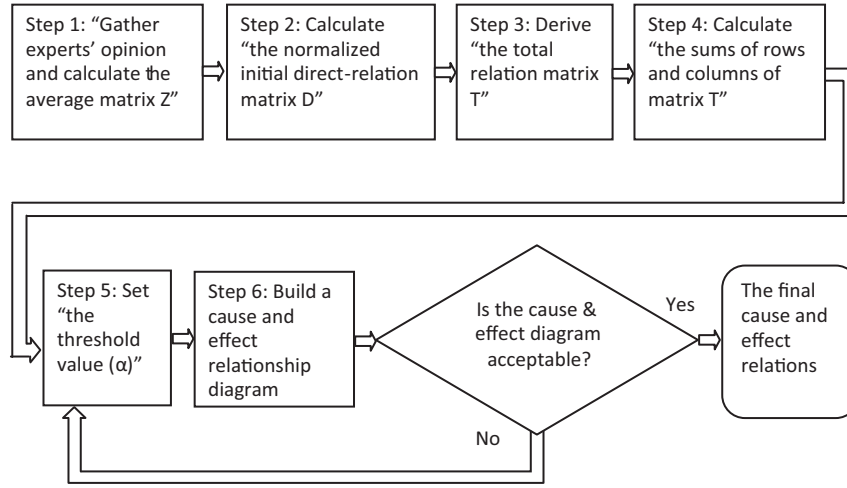


Figure 1: DEMATEL Analysis Flow Diagram

Source: Sumrit & Anuntavoranich (2013)

each pair of system factors is reflected in the matrix T (Liu et al., 2011; Sumrit & Anuntavoranich, 2013).

$$T = D(I-D)^{-1} \quad \text{Equation [3]}$$

Step 4: In matrix T, the vectors r and c represent the sum of rows and the sum of columns, respectively:

$$r = [r_i]_{1 \times n} = (\sum_{j=1}^n t_{ij})_{1 \times n} \quad \text{Equation [4]}$$

$$c = [c_j]_{1 \times n} = (\sum_{i=1}^n t_{ij})_{1 \times n} \quad \text{Equation [5]}$$

“ $[c_j]'$ is transposition matrix” (Liu et al., 2011; Sumrit & Anuntavoranich, 2013).

“Where r_i denotes the row sum of the i^{th} row of matrix T and shows the sum of direct and indirect effects of factor/element i on the other factors/elements. Similarly, c_j denotes the column sum of the j^{th} column of matrix T and shows the sum of direct and indirect effects that factor/element j has received from the other factors/criteria. In addition, when $i = j$ (i.e., the sum of the row and column aggregates) $(r_i + c_i)$ provides an index of the strength of influences given and received, that is, $(r_i + c_i)$ shows the degree of the central role that factor i plays in the problem” (Yang et al., 2008). “In contrast, the difference $(r_i - c_i)$ represents the net effect that factor i contributes to the system. Specifically, if $(r_i - c_i)$ is positive, factor i is a net cause, while factor i is a net receiver or result if $(r_i - c_i)$ is negative” (Wu & Chang, 2015).

Step 5: “Set a threshold value and obtain the IRM. Setting a threshold value α , to filter the minor effects denoted by the factors of matrix T is necessary to isolate the relation structure of the factors. Based on the matrix T, each factor t_{ij} of matrix T provides information about how

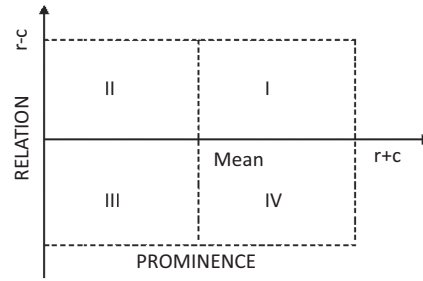


Figure 2: Four quadrants IRM structure

Source: Si et al., 2018

factor i affects factor j. In practice, if all the information from matrix T converts to the IRM, the map would be too complex to show the necessary information for decision making. In order to reduce the complexity of the IRM, the decision-maker sets a threshold value for the influence level: only factors whose influence value in matrix T is higher than the threshold value can be chosen and converted into the IRM. The threshold value can be decided through the brainstorming of experts. When the threshold value and relative IRM have been decided, the IRM can be shown” (Yang et al., 2008).

Many researchers (Chuang et al., 2013; Chien et al., 2014; Si et al., 2018) have divided the IRM into four quadrants (Figure 2), by calculating the mean of $r+c$. As $r+c$ represents prominence and $r-c$ represents relation, “The factors in quadrant I are identified as core factors or intertwined givers since they have high prominence and relation; the factors in quadrant II are identified as driving factors or autonomous givers because they have low prominence but high relation. The factors in quadrant III have low prominence and relation and are relatively disconnected from the system (called independent factors or autonomous receivers); the factors in quadrant

IV have high prominence but low relation (called impact factors or intertwined receivers), which are impacted by other factors and cannot be directly improved. From Figure 2, decision makers can visually detect the complex causal relationships among factors and further spotlight valuable insights for decision making” (Si et al., 2018).

Calculation and Analysis

Let us assume, Z matrix by applying Equation 1 for experts’ scores of success factors to remain healthy like eating habit (F1), physical exercise (F2), sleeping order (F3), physical check-up (F4), social interaction (F5), moral consciousness (F6), sense of purpose (F8), financial solvency (F8) and community (F9) is in Table 1 below:

Then, following Equation 2 and 3 the researchers can get the T matrix; and Equation 4 and 5 for corresponding ‘r+c’ & ‘r-c’ for factors of health as shown in Table 2 given below:

Considering, health has two distinct components of physical health (PH) and mental health (MH); success factors

F1, F2, F3, F4, F5 and F6 have effects on PH and F4, F5, F6, F7, F8 and F9 influence MH; if the same steps are followed with the equations, the T matrix, and ‘r+c’ & ‘r-c’ values for PH and MH are shown in Table 3 and Table 4:

Finally, following step 5, three IRMs can be drawn as given in Figure 3 below:

Results and Discussion

If the global (or overall) IMR is followed, the factors F5 and F7 are the most critical factors; also factor F4 can be considered as it is very close to average r+c value. But the IRMs of components PH and MH are showing that in addition to factors F4, F5 and F7; factor F2 is very critical for PH and subsequently for health as we can not ignore PH. To be perfectly decided, the factors F6 from IRM of PH and F8 from IRM of MH should be considered as quite critical; but in IRM of health, although factors F8 and F9 are in Q2 and far from the average r+c; factor F6 is in Q3 which is quite deceiving. Thus it is proved that to get reliable results from DEMATEL, factors need to be evaluated separately/independently for each part or element of the

Table 1: Z Matrix for Factors of Health

	F1	F2	F3	F4	F5	F6	F7	F8	F9
F1	0.0	0.0	3.0	0.0	1.0	0.0	1.0	0.0	0.0
F2	3.0	0.0	4.0	0.0	1.0	1.0	0.5	0.5	0.2
F3	3.0	2.0	0.0	0.0	2.0	1.0	0.0	0.5	0.0
F4	3.0	3.0	4.0	0.0	0.0	4.0	0.5	0.2	2.0
F5	0.0	0.0	1.0	1.0	0.0	0.0	3.0	3.0	3.0
F6	3.0	3.0	2.0	0.0	1.0	0.0	0.0	0.2	0.0
F7	3.0	2.0	2.0	2.0	2.0	3.0	0.0	1.0	1.0
F8	3.0	0.0	1.0	2.0	1.0	1.0	1.0	0.0	1.0
F9	2.0	2.0	0.5	1.0	2.0	0.5	1.0	0.5	0.0

Source: Authors’ own work

Table 2: T Matrix, and ‘R+C’ & ‘R-C’ for Factors of Health

	F1	F2	F3	F4	F5	F6	F7	F8	F9	r	c	r+c	r-c
F1	0.05	0.03	0.18	0.01	0.08	0.03	0.07	0.02	0.02	0.50	1.90	2.41	-1.40
F2	0.23	0.05	0.27	0.02	0.11	0.08	0.06	0.05	0.03	0.91	1.12	2.04	-0.21
F3	0.21	0.13	0.08	0.02	0.14	0.07	0.04	0.05	0.03	0.78	1.75	2.52	-0.97
F4	0.31	0.24	0.34	0.02	0.10	0.25	0.07	0.05	0.13	1.51	0.51	2.02	1.00
F5	0.14	0.08	0.15	0.10	0.08	0.07	0.19	0.18	0.19	1.19	1.04	2.22	0.15
F6	0.22	0.18	0.19	0.01	0.10	0.03	0.03	0.04	0.02	0.82	0.92	1.74	-0.10
F7	0.30	0.19	0.25	0.13	0.18	0.21	0.06	0.10	0.10	1.53	0.70	2.24	0.83
F8	0.24	0.07	0.15	0.12	0.10	0.10	0.09	0.03	0.08	0.99	0.59	1.58	0.40
F9	0.19	0.15	0.13	0.07	0.15	0.07	0.09	0.06	0.04	0.95	0.64	1.59	0.31

Source: Authors’ own work

Table 3: T Matrix, and 'R+C' & 'R-C' for Factors of PH

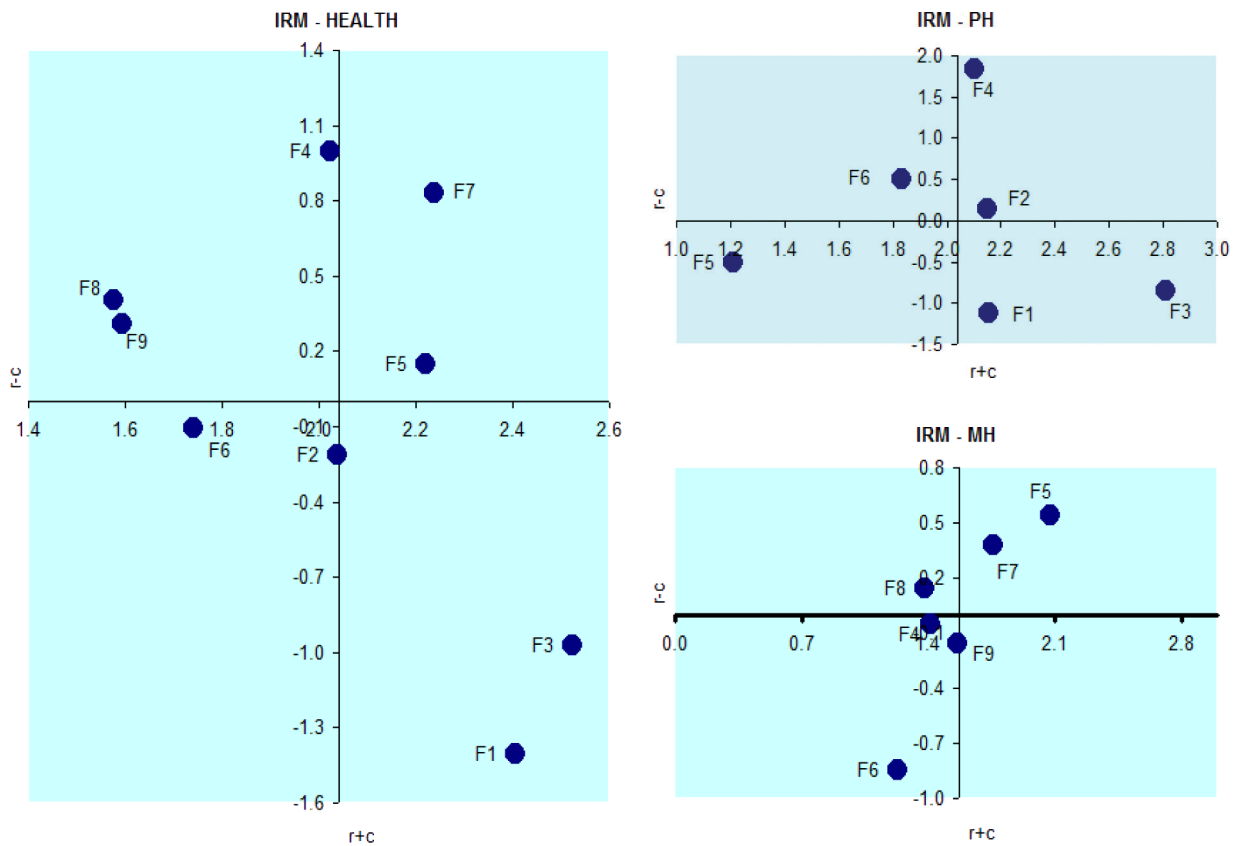
	F1	F2	F3	F4	F5	F6	r	c	r+c	r-c
F1	0.07	0.04	0.26	0.01	0.12	0.02	0.52	1.64	2.16	-1.12
F2	0.35	0.09	0.42	0.01	0.17	0.11	1.14	1.00	2.15	0.14
F3	0.31	0.19	0.15	0.01	0.21	0.10	0.98	1.83	2.81	-0.85
F4	0.49	0.37	0.56	0.01	0.17	0.36	1.97	0.13	2.10	1.84
F5	0.06	0.04	0.12	0.07	0.03	0.03	0.35	0.86	1.21	-0.50
F6	0.35	0.27	0.32	0.01	0.16	0.05	1.16	0.67	1.83	0.50

Source: Authors' own work

Table 4: T Matrix, and 'r+c' & 'r-c' for Factors of MH

	F4	F5	F6	F7	F8	F9	r	c	r+c	r-c
F4	0.03	0.06	0.32	0.06	0.04	0.17	0.68	0.73	1.41	-0.05
F5	0.18	0.11	0.14	0.29	0.27	0.30	1.31	0.77	2.08	0.54
F6	0.02	0.08	0.01	0.02	0.03	0.02	0.19	1.04	1.23	-0.85
F7	0.20	0.21	0.30	0.07	0.13	0.16	1.07	0.69	1.76	0.38
F8	0.18	0.12	0.16	0.12	0.04	0.14	0.76	0.62	1.38	0.14
F9	0.12	0.19	0.11	0.13	0.09	0.07	0.70	0.86	1.57	-0.16

Source: Authors' own work

**Figure 3:** IRMs for factors of health, PH and MH

Source: Authors' own work

Table 5: Barriers for SSCM

“Category”	Barrier (identification code)	Critical?
“Environment”	“Lack of eco-literacy amongst supply chain partner (E1)”	Yes
	“Lack of environmental requirement (E2)”	
	“Lack of practice on reverse logistics (E3)”	
	“Lack of awareness of local customers in green product (E4)”	
“Technology”	“Lack of technical expertise (T1)”	Yes
	“Resistance to change and adopt innovation (T2)”	
	“Lack of cleaner technology (T3)”	
	“Outdated machineries (T4)”	
“Knowledge & Support”	“Information gap (KS1)”	Yes
	“Lack of commitment from top management (KS2)”	Yes
	“Lack of training and education about sustainability (KS3)”	Yes
	“Limited access to market information (KS4)”	
“Society”	“Lack of government support & guideline to adopt sustainable supply chain practices (S1)”	Yes
	“Absence of society pressure (S2)”	Yes
	“Lack demand & pressure for lower price (S3)”	Yes
	“Less of business friendly policy (S4)”	
“Financial”	“Cost of sustainability & economic condition (F1)”	Yes
	“Capacity constraints (F2)”	
	“Lack of funds for sustainable supply chain practices (F3)”	
	“Green power shortage (F4)”	

Source: Moktadir et al., 2018

objective and then combined for a complete real set of critical factors.

This result can also be justified from previous researches. For example, researchers Moktadir et al. (2018) classified 20 “common barriers with the help of experts and academic feedback” out of their primary list of 35 barriers for “Sustainable Supply Chain Management” (SSCM) and then using DEMATEL, found nine critical barriers as given below:

Surprisingly, “Lack of funds for sustainable supply chain practices (F3)” did not come out as critical, especially, for a country like Bangladesh, a poor (Sultana & Mallick, 2015), and the most densely populated (Islam, 2009) country in the world where most of the people basically depend on cheaper commodity! In general, if there is a lack of funds to take initiative to implement, there is no point in considering “Lack of eco-literacy amongst supply chain partner (E1)”, “Lack of cleaner technology (T3)” as critical; they all become secondary. If financial issues are not resolved, it may not matter whether access to market information is abundant or not. In this situation of fund crisis, people may not get training continuously and/or even trained people can not apply their skills and knowledge. First gap in this analysis is categorization which is

not based on distinct unit level. Hence the same weight of all parallel factors influenced the method incorrectly and moved towards misleading decisions.

Again, “Lack of commitment from top management (KS2)” may be the major reason for “Lack of funds for sustainable supply chain practices (F3)”. But if the shareholders’ expectations are not addressed in the policy for sustainable development, top management commitment for sustainability may be treated as emotions only, not a practical idea of concerns with the sacrifice of primary profits. “Information gap (KS1)”, another critical factor under the category of “Knowledge & Support” may also remain less influential.

“Cost of sustainability & economic condition (F1)” and “Lack of government support & guideline to adopt sustainable supply chain practices (S1)” may not be in control of organization implementing SSCM. These critical factors need to be clarified that they are considered from the organization or government point of view; in both cases, one of those will remain considerable and the other is not. Moreover, simultaneously, both “Lack of government support & guideline to adopt sustainable supply chain practices (S1)” and “Absence of society pressure (S2)” have been identified as critical which

basically have relation to social sustainability. But if there is enough societal pressure, government will support unavoidably (Scott, 1998). So, only S2 is critical. Again, among the other factors under this category, if DEMATEL was applied separately within this category only, in addition to “Absence of society pressure (S2)”, “Lack demand & pressure for lower price (S3)” might also appear as critical as it has a high impact on investors’ decisions (Hendershott & Menkveld, 2014).

Also, the grouping of factors needs to be effective. Each group should be an integral part of the system. Again, the same system like customer relationship management (CRM) system in different kind of organizations like bank, hotel, library, etc. has different factors requiring to be grouped in different ways. Wrong grouping may bring misleading results. For example, to identify possible relations among factors measuring CRM performance from the management point of view and to determine key factors for successful CRM strategy for the company, Pechová (2015) conducted a research based on the application of the DEMATEL method within the CRM Scorecard model. The researcher divided factors influencing CRM performance and factors influencing successful CRM system implementation into “four groups:

- Infrastructure perspective - IT (CRM technology), human capital (employee behaviour, employee satisfaction, management attitude), organizational alignment (training, reward system, organizational structure), culture (partnership, market orientation, explicit goal),
- Process perspective – customer acquisition, customer retention, customer expansion,
- Customer perspective – customer loyalty, customer satisfaction, customer value,
- Organizational performance perspective – shareholder value, profitability, customer equity”.

Every group of factors was compared among the other groups and also every factor within the group was compared to related factors. The most affecting group of factors was the infrastructure, followed by process perspective; and management attitude, customer acquisition, customer loyalty and customer equity appeared as the most influencing factors in their respective group (Pechová, 2015). Due to wrong or generic categorization, the results were not trustworthy enough.

“Main success factors of CRM implementation based on a sample of 128 small- and medium-sized hotels in Spain”

were found organisational factors: “top management support, employee training and motivation along with organisational structure/processes” (Padilla-Meléndez & Garrido-Moreno, 2014). “The knowledge and understanding of CRM of library staff and leadership of library administrators which include the perception and awareness of service quality focusing on customer relationship” were found as the most significant factors for CRM practices in Thai academic libraries. “Important factors also include the acceptance and support of the use of CRM in the library, the clear vision and mission about using CRM in the library strategic plan, the knowledge and understanding of library staff on CRM processes, customer characteristics, and behaviors” (Siriprasoetsin et al., 2011).

Conclusion

DEMATEL is sensitive to data uncertainty. If “combined grey-based DEMATEL” (Moktadir et al., 2018) is used, such uncertainty is overcome. But to take correct decisions, the DEMATEL analysis must be used for clusters of distinct components or elements effectively grouped for any system to merge all critical factors and merge them to avoid any factors lost in overall competition. Some factors may not be in the higher rank in overall implementation but for a specific element of a specific element they can be highly influential. The results may vary in higher amount when bigger number of any data (factors and elements) is in use. In that case, appropriate weights for elements may reduce the variation in results but still the elemental approach remains as the only correct way.

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ORIGINAL ARTICLE

Models of Green Parks and Public Lighting Systems of Several Advanced Cities in the World: Visionary Recommendations For Ho Chi Minh City

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Abstract

Cited from several experienced lessons from advanced nations all over the world, this paper proposes suggestions to upgrade, repair, and replace the green park model of Ho Chi Minh city by saving electrical power lighting systems that are environmentally friendly towards a Green-Clean-Beautiful Ho Chi Minh city in the future.

Keywords: green-park, public lighting, developed, Ho Chi Minh City, environmentally-friendly world.

Introduction

We live in the twenty-first century; an age of urbanization and globalization. In an age where humanity must face many challenges to search for the solutions of big changes and to answer the question: In what way can we grasp the opportunities of modern science and technology, of the Artificial Intelligence while minimizing the risks to our natural and social environments.

According to estimates in 2018, urban areas in the world account for about two-thirds energy consumption and 70% of gas emissions that cause a rise in the Earth's temperature, breeding climate change [15]. Data from the Global Green Growth Institute (GGGI) shows that more than half of the 7 billion people in the world are currently living in urban areas. It is predicted that by 2050, this number will have increased to 6.5 billion people, accounting for two-thirds of the human population.

The rapid rise of urban areas in developing countries, along with the growing number of migrants from rural to urban areas, has led to the explosion of megacities. In 1990, there were only ten cities across the world with more than 10 million people, but in 2014, the number of megacities reached 28 with 453 million people; more than half of the world's population live in urban areas. Urbanites often suffer from health problems such as breathing difficulty, sedentary lifestyle, alarmingly high

rates of obesity, cardiovascular disease and many other diseases such as poor mental health, increasing stress levels. These unhealthy trends warrant the need for solutions that contribute to building spiritual lives for the people through the implementation of sustainable models towards a healthy urban lifestyle.

Currently, in addition to the trend of urban development following the model of 'smart city' and 5.0 society, several developed countries in the world have been promoting the model of an ecological city, green city, green belt, green area, green office and green school, green villa, green factory and so on. So, what are eco-city and green city? Why is it necessary to study the model of green parks and lighting systems of advanced cities in the world? In this article, we try to draw some lessons from countries around the world about the problems that are being discussed with the hope that Ho Chi Minh City can refer and implement appropriate solutions. This can help realize the objectives of the Construction Resolution of Ho Chi Minh City, to build the city into a modern-civilized-sentimental city with good quality of life.

Ecological city, green city is one of the world's current sustainable development trends

Cities in the twenty-first century aim at sustainable development that focus on preserving the natural world

in the artificial environment. Building a safe and sustainable urban area means ensuring that people have access to adequate, safe and affordable housing and upgrading slums, neighborhoods and the urban fringe. The concept of “Sustainable Urban Development” was initially mentioned in the United Nations General Assembly in December 1983. In 1991, the concept of sustainable urban development was officially adopted as follows: “Sustainable urban development highlights the need for reform of market mechanisms to achieve environmental goals and the achievement of a balance with social and economic considerations.” [16].

Being the 2019 Association of Southeast Asian Nations’s (ASEAN) rotating president, Thailand has launched the slogan “Strengthening Partnerships for Sustainability” to promote “Stability of Things”. This shows the determination and effort that the ASEAN countries, including Vietnam, are putting into the implementation of the Millennium Development Goals. Mr. Don Pramudwinai – current Minister of Foreign Affairs of the Kingdom of Thailand, in his speech (Provided by Royal Thai Consulate-General), emphasizes that: Sustainable development is an overarching concept that is directly related to “Sustainability of things”. However, the first aspect of sustainability that usually comes to the mind of the public is environmental sustainability, which is a significant component of the concept and part of the United Nations 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs).

It is undeniable that the future of humanity lies in cities. Sustainable cities can be an important factor for a country to be able to flourish in the global economy. The terms eco-city, green city, and garden city are increasingly mentioned in both developed and developing countries.

The concept of eco-city originated from the 1980s and was first presented to the public by German scholars. Giving birth to the “Eco-city” movement was Richard Register, an internationally recognized expert. He founded Urban Ecology in Berkeley (USA) in 1975. Over the years, the movement of building green cities and ecological cities has developed rapidly all over the world.

According to the Global Green Growth Institute (GGGI), “Green city” is an urban area that navigates its ways towards long-term goals for environmental protection, creating social inclusion and developing a sustainable economy. Green city development is a process in which cities consume resources more efficiently, become more resilient to withstand climate change, reduce carbon emission, create social inclusion and more social justice.

Green city, “Eco-city” is built on the principle of taking the environment as the foundation of development, minimizing carbon emission, using renewable energy and integrating environmental factors (green trees, surface water, natural ecosystems) into urban activities. Economic growth, poverty reduction, increasing population density, improving habitat quality, is an urban trend of adapting and mitigating climate change.

According to the Australian Research Centre for Urban Ecology, “An Eco-city is a city where landscape and built form are balanced”. More specifically, ecological cities enable their residents to live a high quality of life while using minimal natural resources. In Richard Register’s vision of ecological cities, sprawling, low-density cities are transformed into networks of high and medium density urban settlements of limited size separated by green space, with most people living within walking or cycling distance of their workplace [1].

In European countries, green cities must ensure factors such as green space - urban areas with a high density of trees, high ratio of trees per person, and public space for people; green buildings - use of environmentally friendly, energy-saving materials; green transport - prioritize public transport using recycled gas. This also includes investment into public transportation, creating public green space, preserving historical and cultural landscapes, famous sights, environmentally-friendly sights, improving the planning and management of urban areas with the help of the residential community thereby also creating social inclusion.

In developing countries, the process of industrialization, urbanization, and modernization often takes place at the same time due to the direct development of obsolete socio-economic forms into modern forms that can integrate into the global economy under the pressure of globalization. To solve urban environmental problems in such a complex context for developing countries, ecological urban planning is an appropriate solution. This is a solution oriented planning, which applies the latest knowledge and experience of developed countries to directly form a modern city without encountering the problems of widespread industrialization and urbanization during the process [1].

By the end of 2017, Ho Chi Minh City announced the Scheme of “Developing Ho Chi Minh City into a smart city in the period of 2017-2020, with a vision to 2025”. This did not mean that the city government did not care about sustainable development and environmental protection. For instance: in March 2019 HCMC People’s

Committee and the Ministry of Foreign Affairs launched the campaign “Clean up plastic waste day in 2019”, with the desire to deploy the spirit of the G7 summit, to raise people’s awareness and call for practical actions for environmental protection. It is clear that the human desire to conquer nature since the very beginning, has now gradually shifted to a gentle attitude looking for harmony in nature. “Governments have launched many campaigns in the world such as movements of planting trees, walking, jogging, and movements/bans against plastic waste, etc.

The University of Social Sciences and Humanities, VNU-HCM, launched the Green University program, inaugurating the USSH’s garden on 11 May 2019, proving the National University of Ho Chi Minh City’s spirit of innovation. Ho Chi Minh City has built a smart and creative city under the guidelines of the city government, which is also a global development trend. Green University is an initiative of sustainable development that needs to be strongly promoted.

Summary: The terms green city and ecological city refer to the urban planning and construction solutions with the purpose of reaching 60 – 70% green space coverage in an urban area. These are cities with a harmonious distribution between people, nature and architectural landscape. In other words, the first criterion of forming an ecological city is planing urban land use in order to guarantee the harmony between technical and social infrastructure, “green” space and “surface water”.

Assessment criteria for an Eco-city in the world

International Eco-city Standard (IES) is an assemblage from a group of eco-city builders coming from organizations all over the world. IES not only estimates the status and progress of a city’s new development to become an eco-city but it also mentors the completion level on distinct models from subareas to regional areas which are based on principles of ecological health systems and designs.

Criteria for judging an eco-city followed by IES, include:

- City structure: land usage and urban architectures
- Urban traffic with priority orders: pedestrian lines, bike lanes, elevators, escalators, public transportation like buses, and electric vehicles or subway train.
- Energy: using renewable energy such as wind energy, solar energy, etc., restricting the use of non-renewable resources, using energy conservation solutions.

- Society: responding to social requirements through architecture and designing accommodation for residents, ensuring spaces for education, recreation, etc.

In Vietnam, a circular from the ministry of construction, No: 01/2018/TT- BXD, Ha Noi 5th January 2018 about “Regulations on targets of building green growth cities” stated the following:

-Green growth city: is a city that gains economic growth and improvement through regulations on city activities in order to restrain the effect of unfavorable impacts on the environment and natural resources.

-Building green growth city: is constructing, planning urban activities; setting up and implementing developing urban programs; investing in urban development towards green growth city.

The aforementioned circular brought about the following priority activities to implement building green growth city: developing environmentally friendly green construction; applying green building materials and technology; using energy economically and effectively, encouraging the use of clean energy; building ecologically green smart cities.

Models of green parks in several cities and countries in the world.

Singapore

According to “*Memoirs of Lee Kuan Yew: From Third World to First*”, the former prime minister Lee Kuan Yew shared about the national transforming of Singapore from a cultivation land to a green, urban civilization. Planting process must be conducted by researching and adapting to natural conditions through Singapore’s studies about land status. This country is located within the belt of equatorial tropical rainforest with intense sunlight (intense heat from the sun) and heavy rain throughout the year that leads to the forest tree devastation, heavy rains erode the topsoil and wash away the ground nutrients. In order to create mass grass plots, people usually exploit the features of the blend of anti-erosion fertilizer and use lime to solve the acidic soil.

Singapore has become a country with high coverage of greenery by designing green streets, green condominiums, green corridors or bridges fully covered by vine plants. Singapore aims at urban planning in the direction of reducing environmental pollution in the streets with many trees,

mixing trees along streets in high-rise buildings close to each other. The Singapore government has implemented the strategy of 'garden in the city, bulb gardens, green wall gardens, gardens anywhere', an important element in environmental landscape planning when trees are highly prioritized. Not only that, but urban plans also aim at the thematic plant routes. These are wide green interlocking canopy roads that create green coverage, or alternating bougainvillea pathways as a highlight for tourism.

As a small country, Singapore has always effectively exploited resources to avoid waste, focusing on greenery to increase air circulation and reduce dust for vehicles. Singapore also aims to take advantage of the construction of large parks that function as the lungs of the city. Typically, Garden by The Bay is a green park with diverse ecosystems and plentiful landscapes, highlighted with a huge super-energy tree system and thousands of tropical plants, which are effective tourist spots.

Under the name of the most beautiful airport in the world, Singapore Changi Airport hosts a plentiful variety of biological garden systems with a multitude of different plants. Each terminal displays distinct plant landscape, providing passengers with calming green spaces within the airport instead of unoriginal transit areas.

Malaysia

Malaysia is naturally bestowed with greenery. With three-quarters of its land as forest area its planning and development is always consistent with ecological urban construction and smart ecology.

In the Great Kuala Lumpur 2010 plan, the Malaysian government decided to transform Kuala Lumpur into one in 20 worth-living cities with the highest economic growth rate in the world. Malaysia is extremely interested in the goal of "green development", strengthening the city's tree system, expanding green lungs and re-creating a clean-living environment. Malaysia is determined to plant 100,000 trees and 45km of trees for walking paths, thus linking symbolic and scenic buildings.

Along with Kuala Lumpur, Malaysia also expanded, developing Putrajaya as a new age city - Southeast Asia's most intelligent and modern administrative center of the country. Putrajaya is now known as a city with a young, modern and civilized aesthetic in organizing human life, advanced technology and improving the environment. The Malaysian government focuses on building a smart, green, clean and beautiful city with clean air, replacing

Kuala Lumpur's crowded image. Taking the green city image as a priority, Putrajaya uses 40% of the area for parks, lakes, and marshes and creates a "city in jungle" image.

In recent years, a Malaysian project called Forest City located in Johor Baru state has attracted the attention of the international community. Forest City project is a beach encroaching city of Country Garden Group. Forest City is known as Asia's smart eco-city project with links between infrastructure, services, and unlimited people. The green areas are formed vertically, giving the place a natural environment. The modern transportation system is soundproof, dustproof and possessing unique space for traveling without a vehicle across the city. In addition, Forest City has elevated walking gardens, aerial gardens, and artificial rain systems. When completed, the city will be operated by the technology of artificial intelligence. The city's use of greenery and artificial intelligence are two pivotal characteristics that make it unique to Malaysia [3].

Japan

Japan is one of the most developed countries with sustainable navigation and combines development with environmental protection. In order to limit urban expansion and focus on sustainable urban development, the Japanese government has set up plans to build urban systems that divide regions and harmonize with the environment. So far Japan has made remarkable achievements in building a model of smart urban, green and ecological cities. Japanese cities aim to develop and reduce the amount of carbon emitted by many actions such as pollution control, calling for reductions in gas, reducing dependence on fossil fuels by establishing frameworks. This is suitable for renewable energy, energy conservation technology, and transportation system.

The particular case to look at is in the outskirts of Kanazawa, near the Japanese city of Yokohama. In the process of planning this residential area, the project focuses on building a system of greenery covering residential areas and roads.

The importance and the role of green space in urban life and the development of cities and the experience of some cities in the world

In sustainable urban development, directly proportional distribution of green space according to a balanced

distribution of the population is one of the fundamental principles. Urban green space plays a pivotal role in helping to enhance urban appearance, and contributes to urban physical development, maintenance and balance of the urban environment and air pollution reduction. Urban green space contributes to the physical and mental health of the people to escape the stresses of modern life, enhances community cohesion, social interaction, reduces aggressive behavior, reduces fear levels and promotes better neighborly relations.

There are many famous green constructions in the world such as the circular suburbs on the outskirts of Copenhagen, the capital city of Denmark, known as the greenest city on the planet. Stockholm, the capital city of Sweden is dubbed the “green capital of Europe” where more than 30% of the area in the city is a canal and another 30% is green parks. In Britain, The Mayor of London, Sadiq Khan, announced a budget of over £6 million in grant funding for green space improvements, as part of his push to make London the world’s first National Park City. The Mayor also set a goal of turning the capital up to 50% green by 2050. The “National Park City” plan of the Mayor of London includes the improvements of the London Plan’s policies in order to protect the green spaces and create new open spaces, especially in areas that have the least access to parks. This program will also help identify and promote the economic value of green infrastructure in London.

Going back to the development of Vietnam in general and Ho Chi Minh City in particular, we cannot apply stereotypes based on the model of the advanced countries aforementioned because there are still many shortcomings in economic, political and infrastructural concerns. According to M. Arch, Pham Hoang Phuong (National Institute of Architecture - Ministry of Construction) “We should not be too self-deprecating, but it will also be a pipe dream to assume that the future will have absolute green buildings. For the nature of construction activities is to improve the environment, it will certainly affect the environment, though much less. Green solutions only help minimize it but still prove difficult to thoroughly achieve. Do not just blindly follow the concept of general architecture that is beautiful and unusual but ignores other core values of urban life. Green architecture in Vietnam can only become known and useful to the people if it immediately meets the needs of the low-income and middle-income population. Vietnam needs to become a green architecture development point from its own needs and internal forces. It is time to identify and understand the gains and losses in the green architecture game to fully ascertain a green architecture development

orientation in Vietnam, avoiding the long-term waste and negative impacts, contributing to the development of industrialization and modernization of the country” [13].

Agreeing with the above view, we believe that it should start with small actions but have a practical impact on each individual’s concept in order to spread to the whole community. Korea is a country with small but effective initiatives such as *Korea’s green growth policies* to encourage people to plant and protect trees. In March 2015, about 1,220 Korean people hugged a forest of trees for more than one minute in Korea to express their love for trees and raise public awareness of tree protection in the community. Earlier in 2013, 936 people from Portland city, Oregon (USA) simultaneously hugged trees for one minute and set up the first Guinness World Record for the most people hugging trees. Such evidence presented does not mean that we also must call for the people to engage in the tree-hugging movement, since it depends on the cultural characteristics, climate, and ecology of each country that launches the campaign accordingly. On the positive side, there are many aspects and ways to mobilize urbanites to understand the importance of planting and nurturing trees in the living space. Ho Chi Minh City has the right to hope for a green and ecological urban area because even South Korea in the previous industrial development period had been described by the term “black growth” for its destruction of the environment, the birth of industrial centers such as Seoul and Ulsan, the appearance of dead rivers and a sky covered by dust and smoke. But after many years, there is a greater awareness of the importance of environmental protection, and this is widely acknowledged through the government’s policies that promote “green growth”, erasing the previous dark period and replacing it by the word “green”. In Ho Chi Minh City, the government needs to have action programs to encourage people to plant trees in their own houses, office environments, buildings, community service centers, etc., especially fast-growing trees that are easy to grow. This can be easily implemented because each tree will have different characteristics for *feng shui* of each place, each individual use. Asians are very fond of *Feng Shui* urbanites can be encouraged in this way. [4].

Experience from Singapore: The Singapore government chose a date in the first week of November as the National Tree Planting Day. In addition, large buildings are required to have space to house a specific number of trees in order to be granted construction permits. Furthermore, according to NParks Regulations, trees in high traffic sites, such as expressways and major roads, are inspected once every 12 months

The city of Vancouver, Canada comes to realize the objectives of Urban Agriculture Program is to comprehensively manage urban trees, to make an extremely valuable contribution to the well-being of its citizens, as well as making sure that the pressure of the need for trees for urban development will not come up. At the same time, we need to search for a certified arborist company (ISA Certified Arborist credential) to ensure proper maintenance, reduce future needs and maintenance cost.

Experience from Japan shows that: Under the Regulations, tree maintenance works such as insect prevention and pruning should be conducted regularly, and that dead or decayed trees should be removed as soon as possible. Tree Management Regulations in Tokyo provided a legal basis for specific management strategies. The content of the regulations in Tokyo provides a legal basis for tree management strategies. They provide a clear delineation of responsibilities among different parties to ensure proper and effective tree management on both government and private land.

Developing lighting systems for smart cities, implementing IOT technology (Internet of Things) on street lighting management system

The city is a densely populated, non-agricultural, central area of territory. It houses many large and small spaces to meet the needs of people and perform the functions of each area. Human living space has a very broad definition, including man-made structures ranging from large spaces in urban areas to smaller spaces such as houses and apartments [17]. Urban space consists of urban architectural objects, green trees and water surfaces in urban areas that directly affect the urban landscape [10].

Therefore, the lighting system and urban green space play a very important role in forming and developing a city. The first task is to learn about changes in countries around the world in the management and operation of lighting and green areas. Vancouver, Canada is now one of the greenest cities in the world. This is a notable example of urban planning worth studying by many countries in the world. It is also the most ideal city to live in the world according to The Economist (UK), which is based on criteria like infrastructure, goods, services, safety levels, etc. "Vancouver is highly evaluated in controlling CO₂ emissions and maintaining air quality, thanks to the city's interest in boosting green energy and prioritizing hydro-power development. Rows of trees that are combined and used as corridors are sustainable development initiatives for recreational areas, protecting the living environment,

public transport, and other amenities. Water pipes, electric wire, bike paths, and walkways are combined with green trees to connect empty spaces for the people. A special feature of sustainable design is the use of sustainable materials, a large amount of recycled concrete and the use of natural green plants to prevent topsoil drifting. Local public transport system is connected to all the adjacent residential areas with open spaces, parks, streets and roads designed for pedestrians, cyclists and public transport [6]. With an existing overview, many countries are moving towards sustainable development, making the service industry environmentally friendly, developing the country and protecting the environment at the same time. The construction of green parks is for the purpose of creating green areas when cities are about to be covered with concrete.

Vancouver is moving towards The Greenest City Action Plan: The Action Plan in 2020 is divided into 10 smaller plans to achieve sustainability such as the Green economy, taking action on climate change, green transportation, green traffic, zero waste, respecting the environment, clean water, full access to nature and local food use. In Vietnam, looking from above, the city is like a sprawling place with untidy blocks of concrete that look very rough, in addition, these concrete blocks are being heated up under the sultry weather of Vietnam, but with the green areas that green park has brought, the city is compensating for it. Not only for its natural attractiveness, but a park is also a central place packed with entertainment activities, as well as the daily routines of the surrounding people. Public spaces and green trees are a measure of the quality of life and creativity.

Currently in Vietnam, the annual electricity consumption for lighting accounts for about 35% of the *total electrical energy consumption*. Compared to the world, which is only 16-17%, this is a much higher figure. In particular, the public lighting system installation in our country hasn't brought out the maximum efficiency, partly because it is outdated (installed long ago) and is severely degraded, or using energy-consuming technology, so there is still a lot of electricity wasted during the process. According to the information from HCM city Energy Conservation Center (ECC HCMC), large cities in Vietnam are still using high-pressure Mercury-vapor lamps or Sodium-vapor lamps for public lighting systems (for instance, Ha Noi 52%, Bac Giang 65%, Tuyen Quang 100%, Hoi An 60%, Ben Tre 83% and Rach Gia 90%). This type of lamp has *high electricity consumption, low luminous efficacy, a short average life span* of only 6000-18000 hours and low quality and performance. The system of lighting control stations is only supervised and controlled via *local*

Lighting Control Panel, and there are almost no lighting control devices available for this lighting system [8]. The challenge for localities involved in public lighting networks is to improve the quality of lighting but reduce power consumption and cut annual operating budgets. People see public lighting as a pivotal public service and require an improved quality. Therefore, this is a significant pressure and a problem to be solved for municipal governments.

Currently, in Ho Chi Minh City, controlling and monitoring of public lighting systems is still largely manual. There are many difficulties related to this such as high time-consumption, high cost, danger. In stormy weather, one is unable to update the operating status or fix damaged equipment on time. Therefore, an intelligent and automatic controlling system is required to effectively manage the time as to when to turn off the light in the period of shortage of electricity.

Transforming HCM City into a smart city and improving the living standards needs group solutions. Visionary models are studied and consulted by experts from many fields. Based on the 17 goals of the United Nations and the specific objectives of Vietnam in general and Ho Chi Minh City in particular, it is necessary to improve the quality of life for the people in many ways by making good use of local advantages, integrating in the nationwide model that are both modern and identical in technology.

Conclusion

In the National Urban Development Program in the period of 2012-2020, it is emphasized that urban development ensures effective use of construction land fund, investment in synchronous construction of technical and social infrastructure, environmental quality control, harmony between conservation, renovation, and new construction. To build urban areas with good living conditions and enhance regional and international urban competitiveness.

The solutions in the program on policy mechanisms: research and development of green cities to ensure rapid and sustainable urbanization to implement the National Strategy on green growth; on science, technology and environment: formulate policies to encourage the use of new and environmentally friendly construction materials; new technology in housing construction to ensure good quality and low cost for different income objects; study energy-saving solutions in housing, public works and services.

The status of planning in Ho Chi Minh City shows that it has not ensured synchronous green spaces in urban areas linked together by streets with trees and tree rows to form a continuous green system. Nor have all the lake-side land, canals and all possible spaces been used for trees. Not to mention where to plant scientifically and suitably with geography and soil.

In addition to the difficult problem of “urban greening”, the construction of high-rise buildings and maintenance of internal activities also means that the state must spend a huge amount of electricity. In advanced countries in the world today, the model of green buildings and ecological buildings has been applied in practice. These buildings are designed according to the “open” concept to take full advantage of nature using materials that absorb less heat; making the lake cool down inside the terrace; enhance the use of solar energy, etc. However, if one compares the feasibility of this for a developing country like Vietnam, the application of ecological urban and green urban models is a long-term process of private change, actions start from individuals to communities.

The term “Smart City” began to appear in 2007 and is widely available in the network of countries around the world, bringing scientific and technological applications into managing and operating society. This condition requires stakeholders in society to constantly innovate, apply smart technology to social activities, make new connections, and apply artificial intelligence. These are factors that promote the formation and development of smart society. The IoT solutions (Internet of Things) provided in the Smart City area addressing issues related to living activities of urban residents including traffic congestion, air pollution, and noise, aiming to help cities safer. Ho Chi Minh City is currently in the construction phase to become a smart city and it should refer to the successful lessons of previous countries, especially the ASEAN countries, here are green parks and smart lighting systems.

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ORIGINAL ARTICLE

Embracing Multiple Facets of Disability Enquiry in ASEAN Societies: Learning from Critical Theory and Postmodernism

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Abstract

This article aims to introduce three research methodologies (i.e., emancipatory research, disability race critical theory [DisCrit], and narrative research) to increase multiple facets of disability enquiry in the Association of Southeast Asian Nations societies. Drawing from the doctrines of critical theory and postmodernism, these methodologies focus on addressing political issues of knowledge and social mechanism. The first methodology, emancipatory research, sees researching as a political activism with an attempt of dismantling current oppressive knowledge and mechanism. Furthermore, DisCrit provides a useful framework to critically scrutinize the intersection of race and disability. Finally, postmodernism-grounded narrative research is introduced because it can provide authentic voices of disabled people and avoid the monopoly of voices by particular groups of people. Hopefully, enriching research facets of disability enquiry will lead to more comprehensive considerations on social situations of disabled people and further improve their social welfares.

Keywords: Critical theory, Disability, Postmodernism, Research methodology

Situating Research Issues

The Association of Southeast Asian Nations (ASEAN) was initially established in 1967 with the aim to facilitate political, economic, and security collaborations within the region. In 1997, it expanded to include ten Member States of Nations, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam (ASEAN, 2019). In recent years the promotion of the welfare of disabled people has become one of the significant agendas. This is demonstrated in the official documents, such as the ASEAN Human Rights Declaration in 2012, and action plans, such as the Mobilization Framework of the ASEAN Decade of Persons with Disabilities (2011-2020) (United Nations Economic & Social Commission for Asian & the Pacific, 2012).

The research practice reflects the improvement of welfare of disabled people in some ASEAN countries. In a comprehensive review of inclusive education, Nishio,

Tomokawa, Kobayashi, Mizoue, Horita and Yamamoto (2017) analyzed the online English studies published in 1995 to 2015 in ASEAN. Twenty-two of a total of 27 studies defined, were published after 2005. That is, inclusive education has received a higher profile over the past decade. This was particularly significant in Malaysia and Singapore, given 78% of the studies was conducted in both countries. Lee & Low's (2014) review also figured out that the educational right of disabled students in Malaysia has advanced in terms of legislation, policy, funding, teacher training, resources, and multidisciplinary collaboration, etc.

On the other hand, it is obvious that positivist threads have framed researchers' considering and building social mechanism relating to disabled people. In a sense, positivism prompts researchers to believe in rationality and empiricism while investigating what disability is, what causes disability, and how to address disability (Gallagher, 1998; Kauffman & Sasso, 2006). The binary of normal or

disabled has fueled the parallel system and may impede the inclusion of disabled people in mainstream communities (Annamma, Boele, Moore, Klingneer, 2013; Wu, 2013).

However, positivism has been facing profound challenges with the genesis of critical theory and postmodernism in Western societies in the middle of the last century (Elkind, 1997). Researchers now have become more aware of and reflective on political consequences of knowledge and the dominance of social mechanism on disabled people (Gabel & Connor, 2009).

In contrast, in many ASEAN societies, there is not much attention paid to involving critical theory and postmodernism in the discussions of the issues concerning disabled people. Positivism is still viewed as a supreme voice in doing research about disability. This might restrain the multiple facets of research practice and may silence the voices of disabled people.

Therefore, this article attempts to bridge this gap by introducing three main research methodologies: emancipatory research, DisCrit, and narrative research. The former two methodologies are strongly connected to critical theory and the last one is framed on postmodernism, respectively. The article is composed of two main parts: introduction of basic ideas of positivism, critical theory as well as postmodernism, and the introduction of the three relevant methodologies.

Positivism, Critical Theory and Postmodernism

The epistemology of a philosophy concerns with the nature of reality or truth and the way to approach it. The epistemological differences urge positivism, critical theory and postmodernism to take different or even contradictory perspectives on the objectivity/subjectivity of the truth and the neutrality/bias of researchers' positions in doing research (Crotty, 1998).

Positivism postulates that reality exists universally, objectively and independently outside personal experiences and can be discovered through scientific methods. In doing research, humane behaviors and contextual situations are generally reduced to limited and observable variables. Then, different statistical techniques are sought to testify their relationships and a causal or correlational relationship may be built. Positivists optimistically believe that social phenomenon could be eventually described, explained, predicted, and controlled as increments of empiricist knowledge (Crotty, 1998). In a sense,

the difficulties experienced by disabled people, would be gradually eliminated or elevated as culmination of the knowledge and advancements of technologies (Kauffman & Sasso, 2006).

Nevertheless, the optimistic and increment-focused perspective has experienced pervasive challenges from critical theory and postmodernism—both of which are intellectual developments in Western societies. Both theories reject the objectivity of knowledge, recognize ideology and power as crucial factors in forming knowledge, and concern the political consequences of knowledge. As such, a call for reconstruction of knowledge and social mechanism are seen as necessary to improve the welfare of less powerful people in a society (Agger, 1991).

Critical theory predominantly concerns with ideology, dominance, and liberation of social elites on disadvantaged people in a society. It is postulated that knowledge and social mechanism are developed, based on the economic, ideological, and cultural conditions in a society, and generally by privileged people in order to maintain their interests (Crotty, 1998; Oliver, 1992, 2002). In the process of knowledge production, researchers are not thought as being disinterested or unbiased but instead, they have personal ideologies and preferences. It is necessary thereby for stakeholders to question taken-for-granted ideas and reconstruct social mechanism to liberate the least powerful people from social oppression or dominance (Agger, 1991; Crotty, 1998; Mertens, 2005; Tyson, 2006).

Regarding the civic rights of disabled people, critical theorists tend to believe that the concepts of disability and disabled people and relevant mechanism are formed to serve the needs of mainstream people without disabilities while the needs of disabled people are inevitably ignored or sacrificed. Therefore, it is vital for disabled people to become knowledge producer and reconstruct social mechanism in order to emancipate disabled people from oppressive situations (Oliver, 1992, 2002; Stevenson, 2010).

Postmodernism is characterized by threads surrounding social constructionism, relativism and anti-grand narratives. Reality is seen as constructed by individuals and is situated to economic and cultural circumstances in a society. Therefore, it is subjective and relative, (Agger, 1991; Crotty, 1998; Mertens, 2005). Furthermore, postmodernism asserts that it is implausible to establish a grand narrative in interpreting human experience because all knowledge is limited, temporary, and fragmented, inclusive of postmodernism itself (Agger, 1991; Lyotard,

1979). Traditional grand narratives, such as Christianity, Buddhism, Islam, Marxism and science are all invalid to interpret complex human experiences. Rather, postmodernists embrace the idea that each person can rely on his/her small stories to understand the world.

In a sense, in doing disability enquiry, it is critical for an individual to represent one's own life-story to challenge the interpretation of mainstream voices. Any person or group vowing to speak representatively for others or particular groups are regarded as an attempt to monopolize the voices and could lead to someone's voice being silenced (Agger, 1991; Crotty, 1998; Mertens, 2005).

Indeed, critical theorists and postmodernists differ in terms of attitudes towards the representativeness of common interests and plausibility of grand narratives. More specifically, critical theorists look forward to singular and unified huge narratives in explaining humane experience (Agger, 1991). Meanwhile, postmodernist counterparts seek personal interpretation for life experience and refuse justification of political representation of any group or people (Heller & Fehér 1988; Lyotard 1979).

Implications for Research Methodologies

Ideally, a research methodology is developed according to a philosophical epistemology. An epistemological position tremendously determines research purposes, research questions, and the researchers' relationships with research participants. In addition, the epistemological position determines the way to approach the questions, the types of data collections, the procedures of analyzing data and the formats of representing the results. In this section, three research methodologies; emancipatory research, DisCrit, and narrative research are introduced to show how critical theory and postmodernism are embodied into research methodologies for enquiring disability issues. Among them, the former two methodologies are influenced by critical theory and the latter is framed under postmodernism respectively.

Emancipatory Research

Emancipatory research stemmed from the critique on the inability of traditional positivist research and the medical disability model to eliminate or elevate the inequality disabled people had experienced. Consequently, activism and social disability models are brought in to reshape research practice and social mechanism.

Oliver (1992) criticized positivist research as being alienated from disabled people in terms of three aspects. First, positivist researchers do not engage personal affections with participants in doing research. They do not stand by the disabled people and endeavors to remove relevant social barriers. Secondly, political consequences of knowledge are ignored. Positivist researchers see impairments as the main causes of being disabled rather than disabling social mechanism. Finally, positivist research does not yield actual actions for enhancing substantial living situations of disabled people. Thus there is a need to seek alternative methodology which emphasizes actual actions and new research relationship.

Emancipatory researchers also strongly question the medical disability model because it seems to dehumanize disabled people and situate them into the secondary position to mainstream people. The medical model recognizes students with disabilities as lacking of capabilities and lagging behind the norms and subsequently, some forms of compensations in non-inclusive placements become inevitable. To put it simply, disability stems from personal impairments and accordingly medical or psychological interventions are required to fix these problems (Barton, 2005; Stevenson, 2010; Walmsley, 2004).

Considering these problems, emancipatory research "seeks a fulfillment of the trinity of theory, practice, and action" (Mercer, 2002, p.232) to totally subvert existing knowledge and social mechanism related to disabled people. This requires two critical orientations: changing the hierarchical research relationship and altering research focus (Barton, 2005; Olive, 2002; Walmsley, 2004). In emancipatory research, disabled people are advanced as co-researchers and can decide upon the research questions, research procedures, sources of data collection, method of data analysis, and presentation formats of research results. It is argued that changing power relationship would lead to a reconstruction of knowledge system and social mechanism regarding disabled people. The second orientation is to view disabling society as the cause for a disability. It means that participation difficulties suffered by disabled people are attributed to environmental dysfunction and engage in a critical examination of social mechanism to emancipate them from social oppression (Barton, 2005; Mercer, 2002; Olive, 2002; Thomas, 2004; Walmsley, 2004; Wu, 2013).

DisCrit

Critical race theory is epistemologically based on critical theory and utilizes racial lens to critically examine

the social mechanism and hopefully it will bring in the elimination of racial inequality (Ladson-Billings, 2000; Solórzano & Yosso, 2002). Later, disability and other components of social scarifications are added to unravel their intersection with race. As to its research method, personal story (narrative) is deployed to unravel entangled interplay of race, disability, class, sex, etc. (Annamma, Ferri & Connor, 2018).

It is argued that race is socially constructed and racism has been subtly and pervasively embodied into every aspect of a society, including education, law, media, literatures etc. (Milner, 2007; Ortiz & Jani, 2010; Solórzano & Yosso, 2002). For example, in the USA, racial inequality is embodied in public values. That is, the social values and behavioral criteria of the middle class. Whites are credited as the norm which minority people are wittingly or unwittingly enticed to obey or internalize (Kumasi, 2011). The racial inequality is also shown in the perspectives in explaining academic failures of minority students. Traditionally, biological differences were commonly argued for explaining academic failures of minority students; currently, however, cultural inferiority, such as parenting attitudes, students' learning attitudes and insufficient pre-knowledge is more often blamed (Love, 2004). Regardless of biological or cultural deficit perspective, it creates a dominant and subordinate relationship between mainstream people and minority people.

More recently, DisCrit provides an analytic framework in addressing the intersection of race and disability, such as over-identification of minority students as having disabilities or higher portions of minority students in non-inclusive education environments (Annamma, et al. 2018). The interplay of disability and race is also found in educational context in Taiwan. For example, Wu and Chang (2015) indicated that Taiwanese aboriginal students were more likely to be diagnosed as having disabilities whereas they are less likely to be identified as being gifted or talented in comparing to non-aboriginal students.

In terms of its research method, multiple information sources, including storytelling, documents, literature, legal cases and drama can be used to represent the marginalized and oppressed experiences of minority people. The expressions of personal experiences are situated into the social contexts to interpret how historic, economic, cultural, and class conditions shape one's experiences. It is expected that this may help minority people to be aware of, to reflect, and to challenge social inequality (Jett, 2012; Ladson-Billings, 2000; Milner, 2007; Ortiz & Jani, 2010; Solórzano & Yosso, 2002).

Narrative Research

A narrative can be used as a method and is framed under different theories and disciplinary realms (Andrews, Squire & Tamboukou, 2013). A method is a series of procedures used to conduct a study while narrative research goes beyond a method and is referred as a methodology, which includes theoretical assumptions and presuppositions of philosophical theory to justify the method of approaching research questions (Crotty, 1998). That is, a narrative is seen as a technique of data collection while narrative research includes the philosophical bases to justify the appropriateness of choosing narrative research. In this article, the concept of narrative research is based on the threads of postmodernism and is used to enquire the issues related to disability.

"A narrative is a story that tells a sequence of events that is significant for the narrator or her or his audience... Narrative, therefore, captures both the individual and the context" (Moen, 2006:4). Narrative research then aims to present, construct, explain, reflect, and reconstruct individuals' life stories. Atkinson (2004) stressed that a narrating process might enable people to understand and question their disadvantaged situations, and further challenge environmental restrictions or oppressions. Thus, narrating is viewed as an empowerment process.

Postmodernist narrative research seeks to present individual voices presenting different life stories as conforming to the goal of avoiding a singular or unified interpretation of disable people's lives (Heller & Fehér 1988). The World Health Organization (2011) stressed that it is misleading to generalize the concept of disability and disabled people "because disabled people have different life experiences due to varied living conditions" (p.8). The multifaceted nature of social experiences is vital for policy makers to enact relevant policies and take political actions to alleviate welfare of disable people (Andrews et al., 2013).

Narratives could be demonstrated in three different forms: event-centered, experience-centered, and co-constructed narrative (Andrews et al., 2013). The event-centered narrative deploys oral interviews to explore the narrators' experiences, reflections or, attitudes to past events, while experience-centered narrative utilizes multiple data resources, such as documents, diaries, notes to present narrators' life stories, which could include past, present, and even future imaginations. These two types of narratives may be overlapping, yet the former's represented story could be more constant while the narrators may demonstrate variations in

different time or circumstances. The third type of narrative focuses on the interaction process in building a story through conversations between narrators and interviewees or email exchanges.

Conclusion

Engaging various theories and methodologies into enquiring disability agenda could increase the understanding of multiple facets of social situations disabled people have experienced. This is a particularly emergent trend in ASEAN societies, given that positivist threads still dominate relevant discussions and consequently, issues of power, dominance and political consequences hidden in social mechanism and knowledge formations tend to be neglected. As discussed previously, applying emancipatory research, DisCrit and narrative research to research practice may be helpful in overcoming these problems.

Firstly, emancipatory research tends to use research as a political advocacy process where with researchers' help disabled people examine disabling society to subvert and reconstruct the existing knowledge and social mechanism. Secondly, DisCrit assumes that society is full of prejudice, stereotype and even discrimination against minority people. Therefore, this framework of DisCrit can be used to unravel the interplay of race and disability on the lives of disabled people. Finally, narrative research can be framed under postmodernism which opposes replacing existed knowledge system with another totalizing theory. Rather, each individual story is seen as a way for a disabled individual to represent and account personal experiences subjective to a macro society. Hopefully, involving different theories and developing multiple methodologies may provide more comprehensive angles to think of the situations and questions regarding disabled people and consequently their social situations could be changed.

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July – December 2019

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(Manuscript Preparation & Submission Guide)

Revised: Jan 2020

Please read the guidelines below and follow the instructions carefully. **Manuscripts that do not adhere to the Journal's guidelines will not be put into the peer-review process until requirements are met.**

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- ✓ The submission is written in language that is engaging, lively, and direct, using active voice whenever possible;
- ✓ The submission includes a maximum of four tables and figures uploaded as separate files, if applicable;
- ✓ The submission adheres to word count and APA 7 stylistic and bibliographic requirements; and
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Checklist for Manuscript Submission

- Cover letter
- Declaration form
- Referral form
- Manuscript structure

(Title, Author details and affiliation, Abstract, Keywords, etc. using the **IMRAD** style). See below explanation.

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These report critical evaluation of materials about current research that has already been published by organizing, integrating, and evaluating previously published materials. It summarizes the status of knowledge and outline future directions of research within the journal scope. Review articles should aim to provide systemic overviews, evaluations and interpretations of research in a given field. Re-analyses as meta-analysis and systemic reviews are encouraged. The manuscript title must start with "Review Article".

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Aimee Henderson¹ and Nayan Kanwal²

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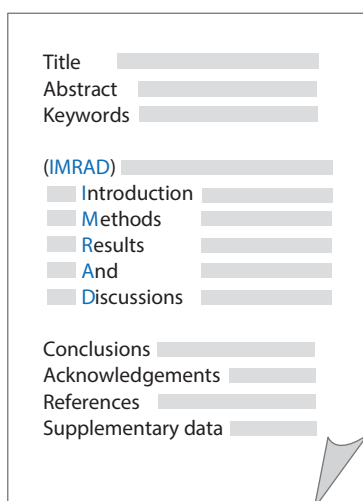
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Abstract

Keywords

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Methods

Results

And

Discussions

Conclusions

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