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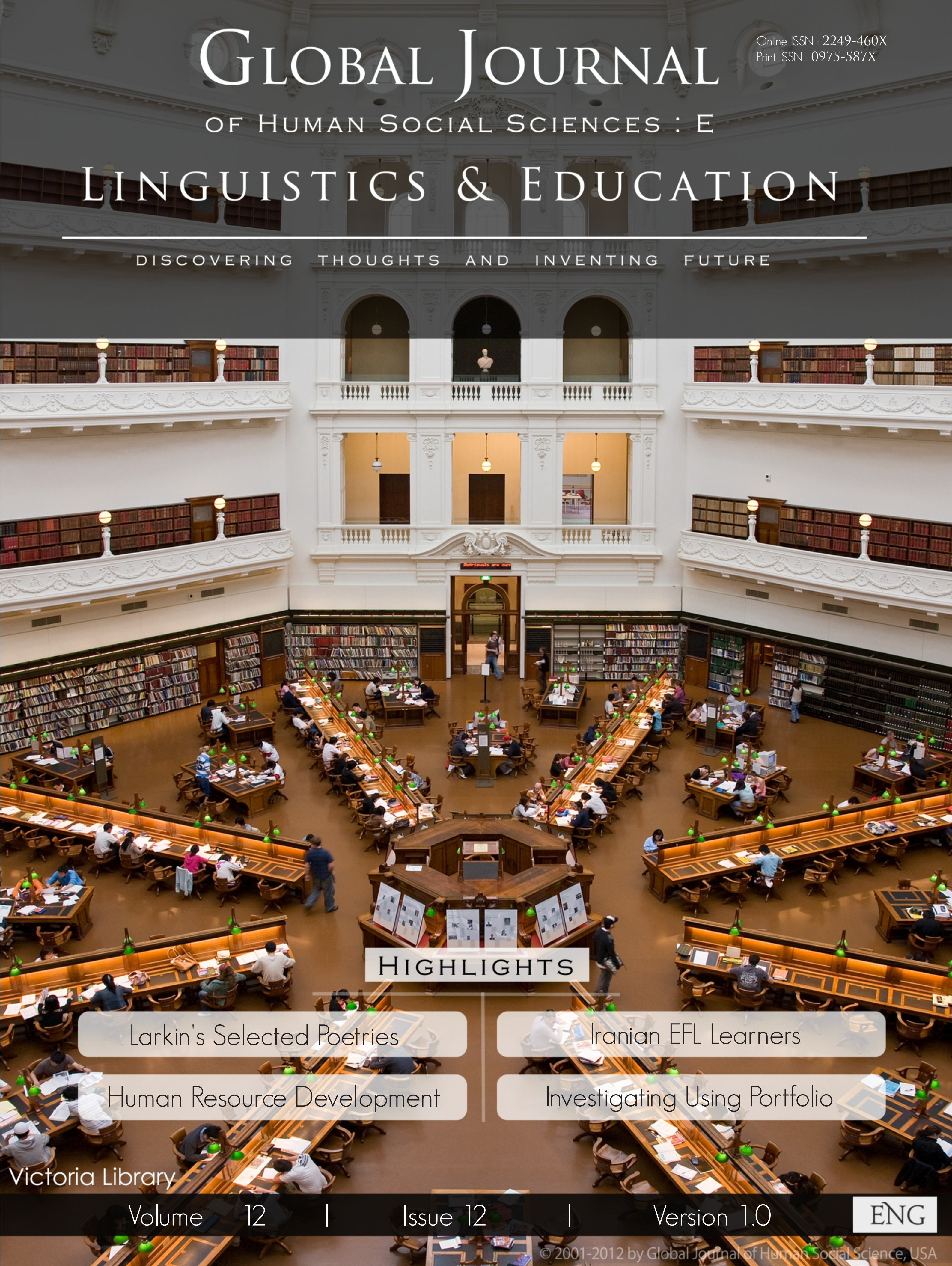
DISCOVERING THOUGHTS AND INVENTING FUTURE



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Highlights

- Larkin's Selected Poetries
- Iranian EFL Learners
- Human Resource Development
- Investigating Using Portfolio

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Language and Culture(With Special Reference to English Language and Punjabi Culture)

By Ms. Sana Nawaz, Ms. Ayesha Umer, Ms. Fatima Anjum & Mr. Muhammad Ramzan
University of Sargodha, Pakistan

Abstract - This research article is intended to explore the extent to which English language has influenced the culture of the Sub-continent. The assumption that any lexical item is a product of collaborative forces like economic scenario, ethical framework, political configuration, psychological makeup and religious approach of any culture inculcates the proposition that lexicon-adoption is not a purely linguistic phenomenon. Appropriation of the cultural background of the 'Carrier' word by the 'Receiving' culture is also the consequence of this lexicon-adoption. The assertion of this premise is established by data collection through a self-administered questionnaire with a sample size of 200 people. The result amplifies the validity of the idea that language arrogation can never be seen in isolation from its cultural implications.

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LANGUAGE AND CULTUREWITH SPECIAL REFERENCE TO ENGLISH LANGUAGE AND PUNJABI CULTURE

Language and Culture (With Special Reference to English Language and Punjabi Culture)

Ms. Sana Nawaz [α], Ms. Ayesha Umer [σ], Ms. Fatima Anjum [ρ] & Mr. Muhammad Ramzan [ω]

Abstract - This research article is intended to explore the extent to which English language has influenced the culture of the Sub-continent. The assumption that any lexical item is a product of collaborative forces like economic scenario, ethical framework, political configuration, psychological makeup and religious approach of any culture inculcates the proposition that lexicon-adoption is not a purely linguistic phenomenon. Appropriation of the cultural background of the 'Carrier' word by the 'Receiving' culture is also the consequence of this lexicon-adoption. The assertion of this premise is established by data collection through a self-administered questionnaire with a sample size of 200 people. The result amplifies the validity of the idea that language arrogation can never be seen in isolation from its cultural implications.

I. Introduction

Language can be defined as a set of conventional, written or spoken symbols through which humans, as members of social group and as participants of culture, can communicate with each other. Language is an integral part of a culture and culture in turns is a vital part of a society. According to Edward B. Taylor, an anthropologist, "culture is the complex whole which includes knowledge, customs, values, norms and beliefs and social organization of any society", and language is the verbal expression of this culture. The analogy of this relationship can be made to a living system; culture is a living cell and language is the DNA of it, encodingcultural information and rendering its transmission possible.

This implies that Language is not just a part of culture but is also a medium of culture. Language influences the thought and perception of reality. It is an established fact that language is a social and cultural phenomenon not an "individual expression" (Hirschkop). It is through the medium of language that a man adopts a society's culture, its modes of thoughts and actions, its beliefs and values. "Human being becomes a personality, in consequence of his membership of society and his occupancy of social roles" (Halliday).

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Linguists like Parucha, Clark propose the notion of language evolution depends on the social needs. They suggest that language acquired by an individual will have an effect on the society of which the individual is a part (Clark & Clark).The implication of these propositions is that language and culture are inseparable to the extent of determining the roles and effects of each other.

This issue of relationship inspires complexity in a bi/multilingual society, for here the matter of identity gains acceleration. Lustig and Koester relate cultural and social identity to the language. "Cultural identity refers to our sense of belonging to a particular culture or ethnic group. It is formed through a process that results from membership in a particular culture and it involves learning about and accepting the traditions, heritage, language, religion, aesthetics, thinking patterns and social structures of a culture. That is people internalize the beliefs, values, norms and social practices of their culture and identify with that culture as part of their self-concept". The establishment of a bi/multilingual society with the very advent of British Colonial rule in the Subcontinent created serious concerns regarding native culture. Where the British Raj acclaimed the superior official status of the English language, it also provided a gateway of power to the English culture. Variations in the native culture and more significantly, the introduction of the new words embodying new concepts were the inference of this bi/multiculturalism.

Moreover, self-identity usually depends on culture to such a great extent that immersion in a very different culture—with which a person does not share common ways of life or beliefs—can cause a feeling of confusion and disorientation. Anthropologists refer to this phenomenon as culture shock.

II. Problem Statement

The relationship between culture and language is a reciprocal one i.e. culture is always at the back of language and language is always a carrier of culture. The historio-political background of the British colonial rule in the Sub-continent provides the basic impetus to the natives for the adoption of English language and the recent prevalent wave of Globalization and Westernization is imparting on this language an undue privilege of being a global language. Pakistan is also

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confronting this situation. As culture is inseparable from language, inspite of all the disparities and clashes of the English culture with the indigenous culture, English language is emitting the information encoded in it and people, unconsciously, or may be unwillingly, are adopting, or coerced to adopt, them.

III. Theoretical Consideration

The formation of any lexical item in any language is not an abstract phenomenon. Socio-economic context, historio-political considerations and ethical formulation of any culture work in unison in the generation of "words". For instance, the word 'Honeymoon', more than a word it is a concept, a framework of complete ideology.By the end of the 19th century, the ideas of social freedom accorded to the couples following the tradition of the 18th century Age of Enlightenment, economic stability of industrial freedom, intellectual reasoning of romanticism and sentimentality and psychic pursuit of attainment of harmony and mutual affection enhanced the cultural position of the very word. The appropriation of this lexicon in the Subcontinent changed the ab initio concept of the 'bridal tours' which were largely made after marriages along with other family members for the purpose of developing intimacy of the new couple with relatives.

Words like 'paratha', 'nikah', sharm o haya', have got no relative word in English language, for they are not supported by the cultural and social bedrock of that society. In the like manner, words like 'call girl', boyfriend', 'girlfriend', 'Valentine day' and many more, have got no roots in the native culture of Pakistan, the absence of proportional words in the native languages is the manifestation of this fact. People have espoused such words and the cultural elements of them by dint of English adoption.

IV. Literature Review

"Language is the formative organ of thought. Intellectual activity, entirely mental, entirelyinternal, and to some extent passing without trace, becomes through sound, externalizedin speech and perceptible to the senses. Thought and language are therefore one and inseparable from each other."Wilhelm von Hamboldt.

This intricacy of language and culture relationship is also the benchmark of Whorf theory. Whorf theory of linguistic relativity has got its root in Hamboldt's doctrine of language which focuses on the essential differences between two languages. Whorf propounds that "the forms of a person's thoughts are controlled by inexorable laws of pattern of which he is unconscious. These patterns are the unperceived intricate systematizations of his own language-shown readily enough by a candid comparison and contrast with other languages, especially those of a different linguistic family. His thinking itself is in a language, in English, in Sanskrit, in Chinese. And every language is a vast pattern-system, different from others, in which are culturally ordained the forms and categories by which the personality not only communicates, but also analyzes nature, notices or neglects types of relationship and phenomena, channels his reasoning, and builds the house of his consciousness. (In Gumperz and Levinson 21) This is the concept of "Linguistic relativity" underscoring the nature of meaning; two languages may code the same incidents utilizing semantic concepts or distinctions peculiar to each language. As a result, each language reflects different perspectives of the same bit of reality. This renders the view of presenting conceptual representation through any language.

By dovetailing Whorf's theory in 1956, Lucy and Slobin have demonstrated that language can directly influence our thoughts. Through verbal limitation, grammatical focus, and structural emphasis, oral communication can pattern our very way of thinking. Lucy carried out different experiments and observations on American and Yucatec villagers pertaining to the grammatical treatment of the nominal numbers like pluralization and comprehension of the story-events through pictures. Based on the results, Lucy deduced that English speakers habitually attended to the number of various objects of reference more than Yucatec speakers; moreover, in using plural less frequently, the Yucatec speakers consequently viewed picture scenes differently and noticed less variations opposed to the English speakers. The frequency of pluralization in each language influenced both the verbal and nonverbal interpretation of pictures.

Cultural anthropologist Andy Clark concludes that language not only "confers on us added powers of communication; it also enables us to reshape a variety of difficult but important tasks into formats suited to the basic computational capacities of the human brain".

Berlin and his collaborators generated their support of language, culture relationship through the study of naming the colours and revealed that cultures interpret colors differently as a result of their languages. "Zuni, a language of the American Southwest, for example, exhibits two terms that we might translate as "yellow" (46). Closer analysis reveals that one term is verbal and refers to things that become yellow by ripening or aging whereas the other is adjectival and refers to things that have had yellow substances applied to them. The customary approach in Zuni would select one term as "basic" and ignore the aspect of its meaning (i.e., the manner of becoming colored) for which there is no English equivalent." This means that language embodies the concepts of culture in it and any shift of language can lead to a relative shift in culture.

Therefore, as Brian Skotko says, "Variations in thoughts and languages can ultimately pinpoint cultural differences. These external outputs can thus provide valuable clues for implicit community laws, religious beliefs, and unrecorded customs. By studying the variations in language, we can understand variations in thoughts and place them in the context of a cultural setting. In doing so, cultural linguists gain an even greater insight into the societies."

V. Data Collection

a) Instrument

Instrument used to collect data was a questionnaire comprising ten questions about the relation between language and culture; focusing on the determining of the level of awareness of the masses about this relation. This questionnaire was distributed among the people of varying age group with different educational and social background. Our respondents were mainly from University of Sargodha, including both students and teachers, and then common people from Sargodha, Faisalabad and Lahore.

VI. The Sample Questionnaire is Given Here:

Department of English, University of Sargodha, Sargodha, Pakistan.

Dear fellows.

We are conducting a survey to find out the reasons of language shift from Punjabi to English. Please make it authentic by your honest participation. Thank you.

Gender: -------------------------------
Age: --------------------------------
Education: --------------------------

1. Do you think that Pakistani culture is much influenced by English language?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

2. Do you think that your native language has proportional words to the concepts like ‘girlfriend’, ‘boyfriend’, and call girl etc.?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

3. Do you think that idea of Valentine is in accordance with Punjabi culture?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly agree

4. Do you think that you can adopt or use English language without adopting English culture?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

5. Do you think that English language and the thought associated with it is providing the basic frame-work of our educational system?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

6. Do you think that English music is becoming popular because it is superior to local music?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

7. Do you think that institutions like Old houses can be in pre-colonial era?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

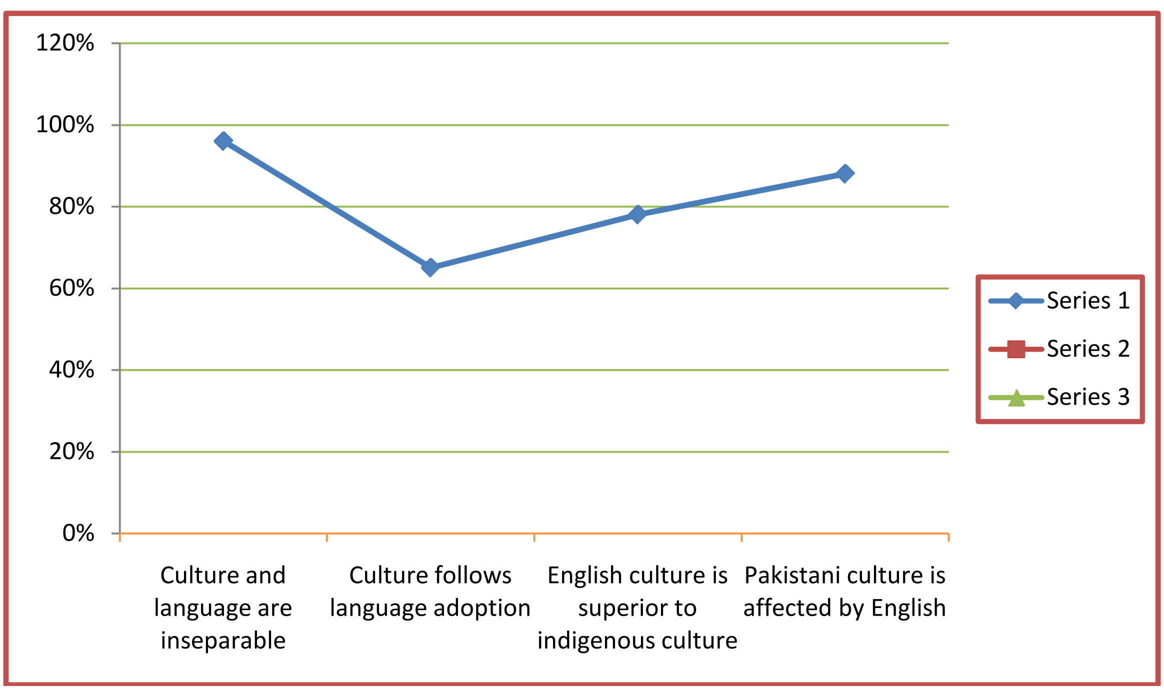
8. Pakistani culture is much influenced by English culture. Do you think that it is also happening vice versa?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

9. Do you think that brunch and buffet have changed our eating habits?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

10. Do you think that cultural change in Pakistan is because of language shift?
a) Strongly agree
b) Agree
c) Neutral
d) Disagree
e) Strongly disagree

a) Data Analysis

The analysis of data shows that English language has a deep impact on our culture but this impact is taking place in a somewhat hidden manner; it is oblivion to common masses.



Our questionnaire contained ten questions and it was distributed to 200 people of various social, educational and ethnic background. The participants include students of English language, teachers of English language, engineering students, students of fine arts and laymen of either sex from different age groups. The meticulous analysis, presented in the form of chart given above, reveals the fact that 96% people are aware that language and culture have an intimate relationship. About the adoption of culture which accompanies language adoption, 65% people responded in affirmative. As for as comparison of English culture with indigenous culture is concerned; though in postmodern world where emphasis is on cultural relativism and any question like this is not desirable, 78% people consider English as a superior culture. 88% people think that Pakistani culture has, or is being, affected by English culture.

It is an oversimplified version of the results deducted from our research solely to provide an initial insight into this phenomenon. The more obvious manifestation of this lingual impact on indigenous culture has been discussed in the analysis of the different aspects of indigenous culture. British anthropologist Edward B. Tylor gave one of the first complete definitions of culture in his book *Primitive Culture* (1871). His definition stated that culture includes socially acquired knowledge, beliefs, art, law, morals, customs, and habits. In 1930 American anthropologist George P. Murdock went much further, listing 637 major subdivisions of culture. Murdock developed an elaborate coding system, known as the Human Relation Area Files. He used this system to identify and sort hundreds of distinctive cultural variations that could be used to compare different cultures.

Later anthropologists came up with simpler categorizations of culture. A common practice is to divide all of culture into three broad categories: material, social, and ideological. A fourth category, the arts, has characteristics of both material and ideological culture.Let'sanalyze the effect of English on these categories of culture:

i. *Material Culture*

Material culture includes those patterns of social activities that a society produces in order to fulfill materialistic needs of its individuals i.e. food, shelter, clothe etc. This system is commonly known as economy. When we probe the extent of affectedness in material culture by English language and thought, it becomes obvious in our food habits, in our architecture, in our dress code, and in our financial set-up. In food, the concepts like brunch and buffet and the introduction of junk food is the result of acculturation. Similarly the architecture of Sub-continent has gone through a noticeable change and it is no longer a distinct one; it has become westernized. The idea of 'attached bath' is embarrassing for old generation in this area as they were, one can see in villages, used to build their bathrooms in the farthest possible corner of their home. The 'Zanaan khanay' and 'Mardaan khanay' are now extinct; drawing-rooms, lounges, dining-rooms and bed-rooms have become increasingly common that we no longer can imagine a house without these 'necessities'. The most obvious effect is to been in the change of dress code of this area. Western dress is not only popular but also has become a symbol of social prestige and superiority with a corresponding attachment of a sense of inferiority for native dress code. Economic institutions and their working set-up have also gone through a westernized metamorphosis. In short, as material culture is the tangible manifestation of the theoretical consideration of a culture, it is the most affected category of culture because English language has penetrated into the theoretical and philosophical basis of native culture of this area.

ii. *Social Culture*

People in all types of societies organize themselves in relation to each other for work and other duties, and to structure their interactions. Although social culture, in its essence, has not been changed but there are superficial changes in social culture; mainly due to their relation to 'culture' and 'civilization' and 'sophistication'. Joint family system -- the most popular system in Sub-continent—has transformed into nuclear family. The complicated system of kinship that included a cluster of relations like 'Mama', 'Chacha', 'Phuppha', 'Khalu', 'Taya' has reduced to a simplified 'Uncle'. Same is the case with 'cousin' that is a one-word substitute for 'Taya-zaad-Bhai', 'Mamu-zaad-Behan' and a lot more.

Political aspect of culture has also been changed after the interaction of English and Sub-continental culture. Institutionalized democracy – with all its subsidiaries – is thriving at the cost of indigenous power structure based on tribes and 'Bradiries'.

iii. *Ideological Culture*

In every society, culturally unique ways of thinking about the world unite people in their behavior. Anthropologists often refer to the body of ideas that people share as ideology. Ideology can be broken down into at least three specific categories: beliefs, values, and ideals. People's beliefs give them an understanding of how the world works and how they should respond to the actions of others and their environments. Particular beliefs often tie in closely with the daily concerns of domestic life, such as making a living, health and sickness, happiness and sadness, interpersonal relationships, and death. People's values tell them the differences between right and wrong or good and bad. Ideals serve as models for what people hope to achieve in life.

Many people rely on *religion,* systems of belief in the supernatural (things beyond the natural world), to

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shape their values and ideals and to influence their behavior. Beliefs, values, and ideals also come from observations of the natural world, a practice anthropologists commonly refer to as *secularism.*

The words like 'Liberalism', 'Secularism', and 'Non conformism' have succeeded to make a rift in the strong edifice of faith in the lives of the people of this area.

iv. *Art*

Like all other fields of social patterns, art of this area could not remain immune from the aggressive advances of English art. In poetry, it made our native poetry more humane and more concerned with mundane concerns. Poetry, in Sub-continent, was preoccupied with the obsession of love and other mystical and abstract themes. It was the influence of English poetry that revolutionized it and it started to deal with social, political and philosophical themes. The most popular literary genre in pre-Anglo era was 'Dastaan' – a tale of fairies and djinns and magic carpets; totally alienated from reality – it was replaced by a more vigorous and pragmatist form of literature, known as novel. All the artistic movements in England changed the taste of indigenous people, owing to the fact that they were subjugated to the English.

VII. Conclusion

The discussion leads us to a conclusion which asserts that language and culture are intricately related to each other and the lexical items of a particular language are the products of the accumulative work of all the cultural forces so when a particular word moves from one culture to another culture; it inevitably takes with it all its cultural consideration. This is the reason that a word gives its complete, more or less, meaning in its actual cultural context. This phenomenon also throws light on the fact that why there are some words in Urdu that are purely English and they do not have their equivalent? It is because of the cultural disparity. Our discussion also helps us in explaining the reasons of the poor results in English language in Pakistan. Pakistani students face problems in learning English because they do not have a direct exposure to English culture and it hinders them to assimilate the full connotative and denotative implication of a lexical item.

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A Analytical Study of the Philip Larkin's Selected Poetries

By Ruchika
Scholar of CMJ University, Shillong, India

Abstract - Philip Arthur Larkin was an English poet and novelist. His first book of poetry, The North Ship, was published in 1945, followed by two novels, Jill (1946) and A Girl in Winter (1947), but he came to prominence in 1955 with the publication of his second collection of poems, The Less Deceived, followed by The Whitsun Weddings (1964) and High Windows (1974). He contributed to The Daily Telegraph as its jazz critic from 1961 to 1971, articles gathered together in All What Jazz: A Record Diary 1961–71 (1985), and he edited The Oxford Book of Twentieth Century English Verse (1973). He was the recipient of many honours, including the Queen's Gold Medal for Poetry. He was offered, but declined, the position of poet laureate in 1984, following the death of John Betjeman.

Keywords : A Girl in Winter, High Windows, Jill, The North Ship, The Whitsun, Weddings.

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A ANALYTICAL STUDY OF THE PHILIP LARKINS SELECTED POETRIES

Strictly as per the compliance and regulations of:

A Analytical Study of the Philip Larkin's Selected Poetries

Ruchika

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Keywords : A Girl in Winter, High Windows, Jill, The North Ship, The Whitsun, Weddings.

I. Introduction

Philip Larkin (1922-85) was one of the most highly regarded and respected poets of post-World War II Britain. He achieved considerable popularity although he was never an "easy" poet, and many of his poems offer intriguing insights to the mind of a complex and flawed personality.

By profession Philip Larkin was a librarian (as is the current reviewer) and he spent much of his career as the chief librarian at the Brynmor Jones Library of the University of Hull. Larkin moved to Hull from Belfast in 1955 and he spent the rest of his life there. He did not find Hull to be an easy city to get to like, and it was some years before he felt himself to be well settled there. His poem"

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Here" was written some six and a half years after his move to Hull, when he had come to appreciate the city for its peculiarities and its remoteness. Hull's position in East Yorkshire makes it a place that few people visit unless they have a particular reason to do so, as it is not on the route to anywhere else.

The poem is a response to his statement in his earlier poem "Places, Loved Ones" (written in 1954 before he left Belfast) that: "No, I have never found / The place where I could say / This is proper ground / Here I shall stay". Now, in 1961, he feels ready to say that he has found his "Here", although his feelings towards Belfast had changed in the interim.

"Here" was the opening poem of his 1964 collection "The Whitsun Weddings", which is largely concerned with questions of identity and belonging. By concentrating on how a place accords with one's personality, and becomes part of one's identity, "Here" is an appropriate introduction.

The poem comprises four eight-line stanzas with an ABBACDDC rhyme scheme. However, Larkin makes considerable use of half-rhymes in this poem (e.g. solitude/mud, stands/ascends) and there are "rhymes" that are scarcely rhymes at all, such as dwelling/museum and trolleys/driers. The effect of this is to give the poem a relaxed, informal tone. Although the poem has structure it is not overplayed and one is barely aware of it as the poem proceeds.

"Here" is a survey of Hull and its surrounding countryside, viewed almost as though the poet is flying overhead in a helicopter, although it is clear in the opening stanza that Larkin is describing the approach to Hull from the west by rail from the "rich industrial shadows" of the Leeds conurbation. He uses the word "swerving" three times in this stanza to describe the train sweeping through "fields too thin and thistled to be called meadows" and passing the occasional "harsh-named halt". This is an unpromising journey, from "rich" to "thin", and in contradiction to the flow of "traffic all night north" (the rail line crosses the A1 London to Edinburgh road shortly after leaving Leeds). The poet is travelling into an unknown country, marked by "solitude".

However, the second stanza expresses the "surprise of a large town" which the train journey culminates in. Hull is off the beaten track as far as major UK cities are concerned, and it is indeed something of a surprise to find here a bustling port with its "domes and statues, spires and cranes". Hull is not a particularly beautiful city (although it has been considerably "cleaned up" in the 50 years since Larkin wrote this poem) and the poet does not spend long in trying to describe it.

Instead, he is more interested in the crowds of working-class people, the "residents from raw estates", who "push through plate-glass swing doors to their desires", which Larkin lists with enthusiasm as "cheap suits, red kitchen-ware, sharp shoes, iced lollies, / Electric mixers, toasters, washers, driers". There is no snobbery on Larkin's part, merely a recognition that the people of this city are "a cut-price crowd, urban yet simple" whose concerns are the everyday ones of getting and spending.

Larkin again stresses the isolated position of Hull when he describes the people as "dwelling / Where only salesmen and relations come / Within a terminate and fishy-smelling / Pastoral … ".

He mentions one or two features that might set Hull apart from other cities, namely "the slave museum" (Hull was the home town of William Wilberforce, the 19th century anti-slavery campaigner) and its consulates, which would be there because Hull is a port of entry for North Sea ferries coming from continental Europe, but these are mixed in with "tattoo-shops" and "grim head-scarfed wives" as though they are nothing special. In other words, whether isolated or not, this is an ordinary city that is getting on with things and, in more ways than one, minding its own business.

But then Larkin continues his west to east journey and moves into the countryside to the east of Hull, which is the district of Holderness characterised by flat open fields intersected by drainage channels. If few people visit Hull, even fewer go as far as Holderness, which has no settlements of any size and forms a peninsula with the North Sea on one side and the Humber Estuary on the other.

Larkin uses language very expressively to convey the solitude of this piece of land that is on the way to nowhere. This is "where removed lives / Loneliness clarifies" (the break comes across the third and fourth stanzas). "Here silence stands / Like heat". He uses words such as ""unnoticed", "hidden" and "neglected" to emphasise its remoteness and quietness.

When the land ends the sea begins "suddenly beyond a beach of shapes and shingle". For Larkin this is a matter of rejoicing rather than regret, for it offers "unfenced existence". He ends the poem with a summary of the region, seen from its edge, as "facing the sun, untalkative, out of reach".

Larkin's journey throughout the poem makes it clear where he prefers to be. He is not hostile to the crowded city, but he can let it alone to get on with things without his presence. For him, the better existence is "unfenced" and "out of reach", both in physical and mental terms. He seeks solitude in which to be himself, and a place where that is possible.

However, there is a final unanswered question posed by this poem. If Larkin is seeking a "Here" where he truly himself, has he achieved that end when he admits that such a place is "out of reach", and is therefore not "here" but "there"? That is the question of identity that Larkin continued to address in other poems in "The Whitsun Weddings" and elsewhere.

II. Critical Reception

Larkin has been viewed largely as a gloomy poet, misanthropic, and pessimistic about human endeavors. Although the author of only four volumes of verse, these, along with his two novels, continue to be reprinted, and Larkin finds British rivals only in Ted Hughes and Dylan Thomas. His accessible style, which often uses concrete images to move to symbolic celebration and expression of freedom, as well as the first-person speaker of many of his poems, have won him his following over the years. He is the "urban modern man, the insular Englishman," as Seamus Heaney remarked in *Critical Inquiry*, whose "tones are mannerly but not exquisite, well-bred but not mealy-mouthed. If his England and his English are not as deep as Hughes's or as solemn as Hill's, they are nevertheless dearly beloved."

III. Analytical Study of Selected Larkin Poetries

a) "The Less Deceived" (1955)

i. *The Political and Social Context of the Poems*

The title of this volume was adapted by Larkin from a remark made by Ophelia in Shakespeare's play Hamlet: "I was the more deceived." Larkin wished to convey through this title his intention not to be "more deceived" by the realities of life but to be "less deceived" by them. In other words, he wished to covey through this title his view that poetry was a realistic interpretation of life, and that his own poetry would represent what he called his "sad-eyed" realism. He also wanted his poetry to be "clear-eyed". Larkin's realistic approach to life is evident in this volume in which his poems explore modern attitudes to work, leisure, love, and death; and this approach is evident also in his philosophical preoccupations with questions of belief, knowledge, and perception. All these concerns were prompted, and also reinforced, by the conditions of post-war England. Larkin's poems seem to be asking what people could believe in during the period of the post-war reconstruction which had begun immediately after the end of World War II in 1945. Larkin knew that the human senses sometimes deceive human beings because the expectations which our sense-experiences arouse in us do not always tally with what we subsequently experience. It was exactly this view which shaped the portrayal of the male protagonist in the poem Deceptions in this volume. But, in a more general way, the effort to verify experiences and propositions is a recurring motive behind the whole of this volume.

The poets of the so-called Movement were believed to be empirical in their approach to life and in their representation of it. In the case of Larkin, this empiricism means a desire to see things clearly and truthfully. In this connection, we must remember that his poems in this volume were written in a particular political context, and that the ideas expressed in these poems were part of the general revaluation of beliefs and values in post-war Britain. The political context in post-war Britain ranged from the concept of the British Empire to the concept of the Welfare State which had begun to take shape. The idea of the Empire represented a glorious past, while the concept of the Welfare State represented an austere and mediocre domestic present. The feeling, that Britain had lost most of its glory and power, shows itself in the wistful melancholy and elegiac lyricism of the poems of Larkin in the volume entitled "The Less Deceived"; and this feeling helps us to understand Larkin's "sad-eyed realism".

ii. *The Poems Going and Wedding-Wind*

The war had inflicted severe damage on traditional religious ceremonies and rituals in Britain, and Larkin's poems of the immediate post-war period express an uneasy agnosticism. The poem Going is about death, but it also raises existential problems and constitutes, in fact, an ontological riddle. It offers a negative image of "being". Larkin's agnostic attitude even shaped his attitude to sexual relationships. The poem Wedding-Wind is a clear example of this. The wedding-night is depicted in the poem as a time of unique happiness; but the anxious questions of the second stanza of the poem imply a certain degree of doubt about whether such happiness can endure. The happiness of the newly-married woman offers hope, but the poem ends with a question mark.

iii. *At Grass*

One of the critics has expressed the view that Larkin's poem At Grass became one of the most popular post-war poems because the retirement of some of the horses from horse races, and their lives of idleness and leisure, symbolized Britain's loss of her past glory. Thus this poem expresses much more than a simple feeling about race-horses in their old age. Another critic , agreeing more or less with this view, says that the horses in this poem are an emblem of a lost heroism and a lost social order. At Grass is, according to an eminent critic, an essentially English poem. Its Englishness is to be found not merely in its memories of "cups and stakes and handicaps" but also in its modified use of the pastoral convention. There are hints of eighteenth-century pastoralism in the elegiac mood of this poem. In addition to that, there is an elegant formality in the stanzaic and rhythmic structure of the poem; and there is also an appealing conversational quality in the casual "perhaps" and in the wistful question: "Do memories plague their ears like flies?"

iv. *Wires*

A more or less similar use of an animal fable has been made in the poem called Wires. Just as the poem At Grass is more than a poem about retired race-horses, so the poem Wires is something more than a statement about the effective control of cattle. Indeed, this poem too has an allegorical significance. It is a kind of parable so far as the technique of this poem is concerned. The poem's rhyme-scheme sets up a pattern of internal reflection, thereby reinforcing the concern with containment and enclosure. The shift from "widest prairies" in the opening line to "widest senses" in the closing line encourages the idea that freedom is an imaginary condition with no real existence. The familiar quatrains and the loose iambic lines convey a sense of authoritative wisdom so that the poem acquires the look of a well-established fable.

v. *Myxomatosis*

The poem Myxomatosis is another animal fable. It was prompted by the outbreak of a rabbit disease in certain parts of Britain in 1953. This poem too has its allegorical significance. Here the rabbit asks: "What trap is this? Where were its teeth concealed?" The reflections of the speaker in this poem suggest that the poem is seeking to establish a parallel between the fate of the diseased animal and a certain aspect of human life. The words "caught", "trap", and "jaws" suggest that the common experience being described is one of suffering and helplessness.

vi. *The Poem Toads*

Some of the poems in this volume express resentment at the limitations of contemporary social experience, and some of them even express an attitude of rebellion. The poems Toads and Poetry of Departures are of this kind. In Toads, the element of fable once again appears in the nature of the question about freedom which is asked in the poem. The use of the word "toad" for work in the opening line seems to show that work is something unappealing and yet something natural. It is a poem which emerged from the post-war context; and, in its anxiety about work, it shows a similarity with a good deal of the literature of the nineteen-fifties. This poem is a sort of debate about individual rights and responsibilities in a modern democratic society. Furthermore, this poem may be read as an "utterance;" and, as such, it reveals one of the most innovative and culturally significant aspects of Larkin's poetry. Larkin makes ample use of colloquial English within the traditional lyric forms of writing. The opening stanza of Toads consists of two abrupt questions, the first of which is a rush of monosyllables; and, from the very outset, we are given a strong impression of a speaking voice. The language is

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vigorous and colloquial. Syntactically as well, the poem takes the form of an argument, with conjunctions and exclamations providing the necessary cohesion and linkage. All this shows that poetry may be regarded as social discourse. Then there is the ludicrous alliteration of "lecturers, lispers, losels, louts," etc; and this suggests how social types may arbitrarily be classified. Thus the poem indicates the division and the differences within a social context. There are people who live on their wits, and there are people who live like gypsies. In respect of its socio-linguistic range, this poem very skillfully combines both conformism and non-conformism; it begins in a mood of rebellion and defiance, and it ends in a mood of quietism and apparent acceptance.

vii. *Church Going*

Church Going, written in 1954, clearly reveals the social context of the time when it was written. It was a time of general decline in the attendance in churches which had begun to take place in 1945. This poem expresses the view that faith and belief in religion must die but that the spirit of tradition represented by the English Church cannot come to an end. Larkin's agnosticism becomes more understandable if we look at this poem in the national and the international context of the post-war years. The poem refers both to the erosion of the Church as an institution and to the perpetuation of some kind of ritual observance. In other words, the poet here explores different perceptions of the same event (the event being the decline of attendance in the churches).

viii. *The Poem Next, Please*

Several poems in this volume are more existential than empirical in the sense that they are basically concerned with modes of looking at death, destiny, contingency, and nothingness. The poem Next, Please, for instance, can well be read in terms of the existentialist dictum that human life in its entirety is life facing death. This poem too is written in a colloquial style. Its title is a piece of black comedy, and its dominant image—a ship—is based on a popular phrase. Besides, this poem seems to have been written from a gloomier philosophical position than Wires or Toads; and the final stanza of this poem is reminiscent of the work of the French symbolist poets, though its stylistic features are, on the whole, the same as those of the other poems in this volume.

ix. *Poetry of Departures*

Poetry of Departures is, like Toads, a quietistic poem which manages to subdue its own rebellious feelings. Besides, the remark "Then she undid her dress" in this poem carries the same emotional thrill for the speaker as the line "He walked out on the whole crowd" in the same poem.

x. *Some of the Love-Poems*

Although the sexual act is generally believed to bring about fulfilment and relief, a sexual act in Larkin's poems is deceptive, and its promise proves to be empty or false. In the poem Places, Loved Ones, for instance, the speaker admits, with a mixture of disappointment and relief, that he has never met that special person who could claim everything which he owned. Similarly, the speaker in the poem If, My Darling insists upon his own realistic judgment of life's deficiencies, and carefully avoids any idealization of womanhood. Indeed, Larkin's so-called love-poems are often disappointed reflections on failure, impotence, and helplessness. The poem Marriages cynically announces that in many cases marriage is a matter of accepting an undesirable partner in whose company such words as liberty, impulse, and beauty can never be mentioned. The poem addressed by Larkin to his imaginary wife is an unflattering poem. To marry means losing one's freedom, and giving a permanent shape to boredom and failure. In Larkin's poetry, then, love promises "to solve and satisfy", but it also threatens the independence of the individual. Sexual desire is also the subject of the poem Dry-Point. Here the physical experience is presented as a struggle accompanied by fear and panic; and the aftermath is one of disappointment and disillusionment. In the poem called Lines on a Young Lady's Photograph Album, we come across a series of erotic fantasies about the woman's body, especially when it is "yielded up" and when it is "once open". Like Dry-Point, this poem offers a particular statement of sexuality in which an emerging liberal attitude is balanced against traditional ideas of sexual courtship and conduct. However, by the year 1974, when the volume entitled "High Windows" was published, this oblique eroticism in Larkin's poetry had given way to candid and even obscene vocabulary.

xi. *A Critic's Comment Upon the Poems*

As the eminent critic already quoted says: "There is a complex and distinctive relationship between the linguistic structure of the poems and the changing social structure of the post-war years, and this is clearly evident in the extent to which the poems modify traditional lyric forms by incorporating the vocabulary and phrasing of contemporary English speech. The interest and appeal of the poetry for many readers is a consequence of its significant and decisive revamping of English poetic diction."

b) "The whitsun weddings" (1964)

i. *The Influence of the Changed Social Climate on These Poems*

The poems in the volume entitled "The Whitsun Weddings" clearly show the influence of the changing social and cultural climate of England in the late nineteen-fifties and the early nineteen-sixties. The poems show the impact of mass consumerism which had come into vogue during that period. This may be seen in Here, the opening poem in this volume, where we come across the following lines:

ii. *Cheap suits, red kitchen-ware, sharp shoes, iced lollies, Electric mixers, toasters, washers, driers*

This may be seen also in the poem Mr. Bleaney in which the speaker disapproves of the radio-set which is described as "the jabbering set" which Mr. Bleaney had compelled his landlady to buy. The same thing is evident in the poem Afternoons in which there is a reference to the new recreation-ground, the husbands in skilled trades, "an estateful of washing," and the television-set near which lie the albums containing family photographs. Other poems in which we find evidence of mass consumerism include The Large Cool Store, Sunny Prestatyn, and Essential Beauty. The attitudes of the poet in these poems range from cynical resentment to a subdued kind of melancholy, while the language and the syntax modulate with increasing tension between the colloquial and the lyrical. There are also, in these poems, elements of irony and parody as distancing devices of which the poem called Naturally the Foundation Will Bear Your Expenses is a conspicuous example. Several poems in this volume have been written in the form of imaginary dialogues. Mr. Bleaney, Dockery and Son, and Reference Back are obvious examples. Certain other poems create an immediate and dramatic impression of colloquial speech as, for instance:

(i) That Whitsun I was late getting away...
(ii) Two girls came in where I worked.

What proves to be most interesting in the poems of this volume is the dynamic and complex relationship between textual structure and the social circumstances of the time. In fact, the poems in this volume function as social discourse. Several poems here show the new consumerism to be in conflict with the social ideals of the Welfare State. Larkin surely celebrates the affluence of the time but he also feels troubled by the increased materialism which this affluence signified and encouraged. The result is that both integration and alienation greet us in these poems. The motivating impulse behind many of the poems is the search for an unalienated existence. This is clearly the case in Here, Mr. Bleaney, and Dockery and Son. The poem Here moves from night to day (towards the rising sun), and from the industrial scene and motor-roads to the fields and the meadows. We get the feeling from this poem that industry had begun to overshadow the landscape in England; but there is also a faint suggestion of England's industrial heritage. As for the technical side of this poem, we find here an abundance of compound nouns and adjectives, and a tumbling catalogue of objects.

iii. *Differences of Class and of Culture, Depicted in These Poems*

Differences of class and of culture are very much in prominence in the poems of this volume. The poem Here depicts a restlessness arising not only from different conceptions of place but also from an implied contrast between the solitary spectator and the collective lives of those whom he describes in the poem. Similarly the poem Mr. Bleaney depicts in a dramatic manner the cultural differences not only between the new tenant (the poet) and his predecessor (Mr. Bleaney), but also between the tenant and the landlady. Technically, the poem's colloquial effects derive from strongly marked pauses (the use of caesura) and rapid enjambment within and between the stanzas. The chief contrast in the poem is between the intellectual interests of the speaker and the manual work which Mr. Bleaney used to do. The term "Bodies" stands for a factory which manufactured car-bodies. The use of this term indicates that Mr. Bleaney was a worker in such a factory. Differences of class and of culture are evident in the very manner in which the speaker proceeds to describe the life-style of Mr. Bleaney. In the poem Home is So Sad, we witness a deserted room: Look at the pictures and the cutlery. The music in the piano stool. That vase…… The widow in the poem Love Songs in Age finds her songs while "looking for something else". What the songs contain is an ideal of love:mStill promising to solve and satisfy, And set unchangeably in order. In Larkin's view, human aspirations to something better are always frustrated. The Inevitability of Death for All Classes of Society

The poem Nothing to be Said implies that life for all classes of society and at all levels of culture is ultimately the same because all life inevitably ends in death. From this point of view, the lives of "cobble-close families in mill-towns" are really no different from the lives of the "nomads among stones" or from those of "small-statured tribes." All human activity—work, play, and prayer—is darkened by the shadow of death. The stubborn fact of death seems to nullify any thoughts of a better life. In the poem Selfs the Man, a comparison between two kinds of life-style seems to reveal essential differences, but in the end proves very, little. In the poem Days, an over-confident assertion of what we do with time shifts into a more sombre reflection with the insistent question: "Where can we live but days?" At the end we are told that asking such existential questions would' intrude upon the lives of the priest and the doctor who are ultimately responsible for our spiritual and physical welfare. Dockery and Son is also a meditation on alternative ways of living. The alternatives are to have a wife and a son, and to have no wife and therefore no son. People are swayed by fashion and habit rather than by any ideas and inclinations of their own. At the end, however, this difference between the poet himself and Dockery is reduced to a minimum by the thought of old age and death which inevitably must come to both of them. Unhappiness and death are the fate of almost everyone and every class of society. The young couples in the poem Afternoons find that something is pushing them "to the side of their own lives." In the poem Ambulances the impossibility of escaping from disease and death is emphasized. The poem Faith Healing complains that "all is wrong," and expresses scepticism about the practices of an American evangelist with 'he concluding phrase: "and all time has disproved."

iv. *The Title Poem of This Volume*

The title poem of this volume had its origin in a railway journey which Larkin made from Oxford to Hull. The breadth and energy of this poem result partly from its search for coherence and unity not only among the changing landscapes of post-war England but among the lives of the people who live there. The poem makes an extended use of the urban pastoral perspective to impose a sense of unity and continuity upon geographical and historical divisions. In this poem an "important idea is the writer's recognition that weddings are moments of painful loss as well as of joyous celebration. Marriage is like "a happy funeral" and "a religious wounding". However, the specific occasion of this poem was Whitsun (or Pentecost) as described in the New Testament. Whitsun, therefore, serves here as a symbol of unity and coherence, and has a secular rather than any narrow religious significance.

c) "High windows" (1974)

i. *A Close Link Between These Poems and the Social Conditions*

The poems in this volume proved to be very provocative and disturbing to many people in England not only because of their" contents but also because of their style and technique. These poems record the author's impressions of the breakdown of the ideas of social unity and coherence in England, and they also provide evidence of what seemed to be the fractured linguistic style of the author. Between 1964 and 1967 England passed through an acute economic crisis. Larkin's ironic poem Homage to a Government recognizes the economic crisis but interprets it in terms of the idleness and the greed of the people. The poem Going, Going depicts the environmental deterioration going on in England of the time, and expresses the poet's fear that England would become the "first slum of Europe." But here again the real cause of the misfortune is money, with the auctioneer's cry of "going, going" to suggest that the countryside was being sold off. In its anxiety about the environment, this poem makes a cynical approach to the whole modernizing and commercializing ethic of successive post-war governments in England. Although Larkin's later poems have been thought to be deeply conservative in their outlook, yet the political tradition to which his poetry clings is that of liberal humanism. Thus the poem Show Saturday upholds the social value of the annual agricultural show. This poem gathers its momentum by assembling the speaker's various impressions of the events of one whole day. The sheer amount of detail contributes emphatically to the significance with which the agricultural display is endowed in the final stanza. In this stanza we find an alliterative and hyphenated collection of miscellaneous people and things: The men with hunters, dog-breeding wool-defined women, Children all swaddle-swank, mug-faced middle-aged wives…The poem called Vers de Societe refuses to recognize any easy distinction between creative solitude and social obligation, but at the same time it succeeds in discarding its own hardened attitude. The poem opens with a crude dismissal of "company": My wife and I have asked a crowd of craps To come and waste their time and ours: At the end, however this same company seems preferable to meditating on "failure and remorse." Growing old makes companionship more desirable and more necessary. The poem Sad Steps invokes a symbolist idiom: "Lozenge of love! Medallion of art!" But this attitude is quickly dismissed because, as very often in this volume of poems, the moral urge drives away the aesthetic impulse.

ii. *A Freer Attitude Towards Sex*

In These Poems The poems in this volume express a much freer attitude towards sex. Already permissiveness had given way to sexual inhibitions in England; and Larkin acknowledges this fact in the following ironic lines of the poem Annus Mirabilis.

Sexual intercourse began In nineteen sixty-three (Which was rather late for me) Between the end of the Chatterley ban And the Beatles' first L.P. The assertion in the poem that life was never better than In nineteen sixty-three is diluted by the speaker's regret that he himself arrived on the scene too late, and also by the rhetoric of the middle stanza. The suggestion that "life became a brilliant breaking of the bank" is just one of many money metaphors in this volume of poems. These metaphors represent Larkin's cynical reaction to the economic mismanagement of the time in Britain.

The poem High Windows is an ironic tribute to the sexual freedom of the nineteen-sixties, though the closing lines of this poem lift it beyond irony to a more intense, though puzzling level. The speaker's observation, "I know this is paradise," and his exaggerated view of endless happiness anticipate the poem's stylistic and rhetorical transition. The poem suggests the idea of a place inaccessible to language, a place where ultimate meaning resides: "The sun-comprehending glass, and beyond it, the deep blue air." The remoteness of high windows sums up that distant imaginary region, but the intervening glass of the window-panes also marks the limits of vision. The poem visualizes some bright element of existence, but its final bright image is one of extreme yearning rather than of transcendent fulfilment. What gives this poem its impressive modernity is not only its blunt colloquialism but its radical disjunction between word and world. According to one critic , this poem begins as if it were a poem about sex but then it becomes a poem about religion. There is a parallel throughout the poem between the sexual freedom of the new generation and the free-thinking agnosticism of the old generation: No God any more, or sweating in the dark About hell and that……..

In the end, both are found to be an illusory notion of freedom. According to another critic , beyond the immediate concern with sex and religion, there is also a political dimension to this poem. The poem is in keeping with the ideas of liberal politics. Larkin recognizes oppression, and yet conceives of freedom in individual and imaginative terms. Similarly it is a combination of liberal humanism and agnostic feeling which gives to the poem The Building a special prominence in this volume ("High Windows"). Some other Concerns in the Poems of This Volume Furthermore, this volume shows an unusual interest in moments of historical change or imagined scenes from the past. Such poems as The Card-Players, How Distant, and Livings explore the values and beliefs of contrasting social groups, but also go back in their search for something elemental and lasting in human existence. Besides, anxieties about a culture apparently dominated by money pervade the later poems, as has already been indicated in the remarks about the poems Homage to a Government and Going, Going. The poem having the title of Money is wholly and purely a statement of alienation. Two Poems Without Any Element of Conflict in Them Two of Larkin's later poems are characterized by an intense elegiac lyricism. These are Dublinesque and The Explosion. The imaginative release in these two poems is not into some nihilistic element but Into a vision of social solidarity. There is no conflict in these poems between the individual and society, or between the disillusioned intelligence of the poet and the urgent demands of other people. These are poems profoundly concerned with social ideals and beliefs. In the ultimate analysis the values of Larkin's poetry are deeply in opposition to the rigid monetarism and economic individualism which came to dominate the late nineteen-seventies.

IV. Conclusion

Before Larkin moved to Hull, he wrote and published *The North Ship* (1946) and a pamphlet, *XX Poems* (1951), which he published himself. The former book is widely considered to reflect the poet's early influences, W. H. Auden and W. B. Yeats; the latter, his emergent mature voice. "I felt for the first time," he said, "that I was speaking for myself." In his next work, *The Less Deceived* (1955), the poet expressed his lifelong need to expose false ideals and illusions. *The Whitsun Weddings* (1964) has been said to express the prosperity of Britain's post-war mass culture and is colored by a wide range of tones. In *High Windows* (1974), the poet, ever cynical and introspective, had now entered middle-age and was poised to look at death, or, as he wrote in the final lines of "High Windows," eternity. After *High Windows* Larkin wrote no new poetry except for the famous "Aubade." *Required Writing* (1983) is a compilation of prose written between 1955 and 1982. One who could not "live a day without jazz," Larkin contributed music reviews to the *Daily Telegraph*, which were collected in *All What Jazz* (1970). His two novels, *Jill* (1946) and *A Girl in Winter* (1947), featuring naive, female protagonists, were for Larkin "oversized poems." *Collected Poems* (1988) appeared posthumously, edited by fellow "Movement" poet Anthony Thwaite, who decided to include some of Larkin's unpublished verse to demonstrate his editorial ability, his development as an artist, and problems he solved over days, months, or even a decade, in various verses.

Pithy, wry and understated, Philip Larkin was the master chronicler of the ordinary, suburban human experience, using the rhythms of everyday speech to memorabl eeffect.

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Participation of Senior Academics in Human Resource Development Activities in South-East Universities, Nigeria

By Prof. P.O .M. Nnabuo & Dr.Victoria C. Onyeike
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Abstract - The study was designed to assess the level of participation of senior academics in human resource development activities in the South-East Universities in Nigeria. A stratified simple random sampling technique was used to compose a sample size of 430. This represented 30.7% of the senior academic staff population of 1400 of the universities in 2008/2009 as obtained from the list of the universities in the five states of the South-East Geo-political zone of Nigeria. A self constructed questionnaire was validated, tested and with reliability co-efficient of 0.82 used for the study. One research question and two hypotheses guided the study. The analysis was done using descriptive statistics (z-test and analysis of variance). It was found that senior lecturers participated more in human resource development activities than readers and professors. The result also indicated that male and female academic staff differed significantly in their participation in human resource development activities.

Keywords : *Senior academics, human resource development, Nigeria Universities.*

GJHSS-E Classification: *FOR Code: 160205, 160506*

PARTICIPATION OF SENIOR ACADEMICS IN HUMAN RESOURCE DEVELOPMENT ACTIVITIES IN SOUTH-EAST UNIVERSITIES, NIGERIA

Strictly as per the compliance and regulations of:

Participation of Senior Academics in Human Resource Development Activities in South-East Universities, Nigeria

Prof. P.O.M. Nnabuo [α] & Dr. Victoria C. Onyeike [σ]

Abstract - The study was designed to assess the level of participation of senior academics in human resource development activities in the South-East Universities in Nigeria. A stratified simple random sampling technique was used to compose a sample size of 430. This represented 30.7% of the senior academic staff population of 1400 of the universities in 2008/2009 as obtained from the list of the universities in the five states of the South-East Geo-political zone of Nigeria. A self constructed questionnaire was validated, tested and with reliability co-efficient of 0.82 used for the study. One research question and two hypotheses guided the study. The analysis was done using descriptive statistics (z-test and analysis of variance). It was found that senior lecturers participated more in human resource development activities than readers and professors. The result also indicated that male and female academic staff differed significantly in their participation in human resource development activities. The participation of senior male academics in human resource development activities was significantly higher ($P \leq 0.05$) than those of their female counterparts at the 5% level. It was recommended that senior academic staff in universities should be encouraged to participate in human resource development activities irrespective of their ranks, gender and marital disposition. It can therefore be concluded that rank and sex influenced the participation of senior academic staff in human resource development activities in Nigerian universities.

Keywords : Senior academics, human resource development, Nigeria Universities.

I. Introduction

The interests of the university can best be served through the acquisition and development of skilled and highly trained academics who have a clear knowledge of what is required of their jobs, the best method of performing them, and most importantly, the import of their roles in relation to the goals and objectives of the institutional element, department or major activity. Bearing in mind that career development and job skills acquisition of academics after employment is a dual responsibility of the employee and the employing unit, the university is therefore obliged to provide training programme and development which can improve academic effectiveness and productivity by promoting skills, knowledge, abilities and competencies, which go a long way to bring about individual growth success related to work, and personal career development.

The pride of any university does not necessarily depend on the name, but on its ability to carry out or perform its major societal roles. The major roles of the university in any society are to perform the functions of teaching, community service and pursuit of new knowledge through research (Lindsay, 2003). This is because the most valued exercise in the university is teaching and research. To pursue these objectives requires that the senior staff of the rank of senior lecturers to professors participate adequately in human resource development activities and the universities that hire them should encourage their academic development by offering them opportunities of advancing skills and knowledge in their respective disciplines. This is based on the fact that their participation in human resource development activities such as teaching, research, community service and attendance to conferences and workshops etc. constitute the indices for universities advancement and will always remain inevitable parameters in assessing academic productivity.

It is well known that human resource is a fundamental asset in the socio-economic and political development of any nation. It is now becoming clear that the only way of performing effectively and efficiently in the global economy of the 21st century generation and technology breakthroughs is the ability of Nigerian academics to:

Participate in continuing professional development programmes (CPDP) such as courses, seminars, conferences, workshops, research and study leave etc.

- Support academic staff engaged in teaching in reviewing and developing their practice.
- Have access to resources to enable them review and develop their practice.
- Participate in opportunities to disseminate good practice.

Due to these reasons, a lot of investments have been made in human and material resource in the universities. To a great extent, the enviable industrial development and technological advancement made by

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developed countries could not have been achieved without a sustainable investment in human resource development activities (Browne, 1994). The technological breakthrough of these countries is not only dependent on the level of participation of university academics in human resource development activities but also the extent to which such skills, knowledge, and expertise derived from such participation is put into use. It is on this premise that human resource development is not only seen as one of the main functions of the universities towards updating and increasing knowledge, skills and capabilities of the academics, but also one of the main criteria for staff advancement.

Nigeria as a developing nation is not left behind the scene on global competition for development through technological advancement. It is on the basis of this that the participation of universities in human resource development seems to be on the focus compared to other lower levels of education. At present, there are 124 universities in Nigeria and of this number, 37 are owned and run by the Federal government, 37 by states government while 50 are of private sponsorship licensed by the Federal government of Nigeria and established and run by individuals and organizations in the country (www.nuc.edu.ng). With this, Nigeria possesses the largest number of universities in the sub-Saharan Africa. Examining this system and its institutional arrangement, well over a decade ago, the World Bank concluded that "more than any other country in sub-Saharan Africa, the structures exist in Nigeria that could provide for a rational and effective development of university education (World Bank, 1988). One of the reasons behind the establishment of human resource development agencies is to direct efforts in improving the quality of university education which is constrained by growing shortages of qualified human resource.

The present picture of Nigerian universities indicates that the system has been undergoing a lot of crisis in recent times (Allele – Williams, 1991; Amiche & Emeka 1997; Okeke, 2001; Anosike, 2006). The major aspect of this crisis revolves around inadequate attention to human resource development activities. Today, Nigerian university academics are not adequately availing themselves of enough opportunity for advancement and updating for today's technological and economic challenges. Therefore, the main question that this paper seeks to answer is: how would senior academics in Nigerian universities participate in human resource development activities?

II. Methodology

The descriptive survey design was adopted and this enabled the researchers to obtain credible data. The population of the study was 1,400 academic staff from the rank of senior lecturers to professors in the five states of the South-East geo-political zone of the country. A Sample size of 430 senior academic representing 30.7% of the population was composed using a stratified simple random sampling technique. The instrument used for the study was a structured questionnaire known as "Level of Academic Staff Participation in Human Resource Development Activities Questionnaire" (ASPHRDAQ) with a reliability co-efficient of 0.82. It addressed demographic profile and the level of participation in human resource development activities. A total of 430 copies of the questionnaire was administered. Respondents were asked to indicate on a four point modified Likert-scale, the level of their participation in human resource development activities in their universities. Data collected were analyzed using means and standard deviation while the hypotheses were analyzed using z-test and analysis of variance (ANOVA).

Research Question 1 : What is the level of participation of senior academic staff in human resource development activities?

Table 1 : Means and standard deviations of variables on senior academic staff participation in human resource development activities.

Participation in human resource development activities	Senior Lecturers		Readers		Professors		Total	
Variable	$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	sd	$\bar{x}$	Sd
1. Carrying out regular research activities	3.47	0.58	3.50	0.65	3.44	0.65	3.47	0.61
2. Disseminating research information through regular teaching and publications	3.86	0.38	3.80	0.40	3.82	0.38	3.84	0.39
3. Encouraging interdisciplinary programmes within the Universities	3.19	0.82	2.91	0.94	2.60	0.95	3.01	0.90
4. Encouraging membership of academic or professional organization	3.51	0.51	3.45	0.50	3.54	0.50	3.50	0.51

6. Participating in seminars, workshops, conferences and public lecturers.	3.81	0.40	3.70	0.46	3.73	0.45	3.77	0.42
6. Participating in administration of academic programmes.	3.22	0.42	3.27	0.45	3.35	0.48	3.26	0.44
7. Promoting staff exchange programmes between University and industry.	2.51	0.72	2.45	0.81	2.33	0.79	2.46	0.76
8. Supervising student's experiments. Workshops and clinicals associated with their courses	3.22	0.41	3.00	0.74	3.15	0.77	3.17	0.58
9. Supervising students industrial work programmes	3.70	0.47	3.55	0.50	3.45	0.50	3.62	0.49
10. Supervising students projects at both the under-graduate and post-graduate levels	3.44	0.50	3.41	0.49	3.40	0.49	3.43	0.50
11. Ensuring that exams are conducted in accordance with University guidelines and time-table	3.73	0.46	3.64	0.48	3.56	0.50	3.67	0.47

$\bar{x}$= mean, SD = standard deviation

Table 1 shows that Professors and Readers participated in human resource development activities, but senior lecturers participated more. Among senior lecturers, their participation was higher in the following eight out of the eleven variables investigated: Encouraging interdisciplinary programmes within the university (3.19) disseminating research information through regular teaching and publications (3.86) participation in seminars, workshop, conferences and public lectures (3.81). Lowest response was obtained on the promotion of staff exchange programmes between university and industry ($\bar{x}$= 2.51, 2.45 and 2.33 for senior lecturers, readers and professors respectively) compared to values obtained from other variables. All the senior academic staff investigated generally participated highly in human resource development activities as indicated by their mean scores, but Senior Lecturers participated more compared to Readers and Professors.

Hypothesis 1: There is no significant difference among senior academics of different ranks in their participation in human resource development activities. The hypothesis was tested to determine if there was significant difference among lecturers of different ranks in their participation in human resource development activities. The result of the analysis of variance (ANOVA) was presented in Table 2.

Table 2 : Results of the analysis of variance on the number of senior lecturers, readers and professors that participated in human resource development activities.

Compared Categories of Academic Staff	Number of Respondents	Mean $\bar{X}$	SD	F- Value	P-value	Remark
Senior lecturers	259	3.42	0.18	13.83	0.00	Significant
Readers	74	3.33	0.24			
Professors	97	3.31	0.24			

Mean value was highest for senior lecturers (3.42) followed by readers (3.33) and was lowest for professors (3.31). It can be seen as indicated in table 2, that the mean difference is significant between Senior Lecturers and Readers, and Senior Lecturers and Professor. No significant difference exists between Readers and Professors. Senior Lecturers significantly participated more in Human Resource development activities than Readers and Professors.

Hypothesis 2: There is no significant difference between male and female senior academics in their participation in human resource development activities. The hypothesis was tested to determine if significant differences existed between male and female senior academics in their participation in human resource development activities using z-test.

Table 3 : Level of participation in human resource development activities of Universities of senior academic staff of Universities by sex.

Compared Categories	Number of Respondents	Mean $\overline{X}$	SD	Z-Value	df	Critical Value	Decision
Male	292	3.43	0.14	3.62	428	1.96	Significant
Female	138	3.36	0.24				

On participation of lecturers by sex, it was found that male lecturers of the rank of senior lecturers to professor participated more in human resource development activities than their female counterparts (Z-cal = 3.62) at the 5% level.(Table 3)

III. Discussion

This study has shown that on the basis of rank, senior lecturers in the universities participated more in human resource development activities than readers and professors. This findings is understandable, because for a lecturer in Nigeria to advance from the rank of Senior Lecturer which is a career position to Reader and then Professor, he or she requires many scholarly publications in form of journal articles, books and book chapters in his or her area of specialization within a discipline. Similar observations have been made by Uche (1998) and Coombe (1999), who in their respective studies on the level of academic research activities, reported that the volume of human resource development activities such as teaching and research activities embarked upon by academics in the universities, is used as a criterion for staff advancement. The less emphasis on human resource development activities by academics on professional ranks may be due to the fact that when they reach the top of their professional cadre they no longer emphasize more on human resource development activities – such as teaching and publications, and some appear to be very busy, (Laundry, 1996; Okeke, 2001).

The findings in this study also indicated that male lecturers participated more in human resource development activities than their female counterparts. These findings corroborate the reports by Uche (1998), Nnabuo (1994) and Amiche & Emeka (1997). This should be expected realizing that most female lecturers take human resource development activities as secondary assignment, and many do not show enough commitment due to their excess workload in teaching and students supervision which is time and energy consuming, coupled with their domestic work. On the other hand, such should be expected for a developing nation like Nigeria where women academic was a recent development (Nnabuo, 1994),(Emeka, 1981).

IV. Conclusion

The university is committed to providing its academic staff with the opportunity to become excellent teachers, leading scholars and researchers in their different fields of endeavour. In the same vain, it behoves on these institutions to also develop their academic, administrative, and technical abilities. Strategies for achieving these goals include the provision of academic development programmes and high quality professional development to assist academics in meeting their development objectives.

The essence of any manpower programme is to enhance the welfare of workers by maximizing quantity of their employment opportunity, and, in so doing, add to the country's economic strength. Thus, all human resource development activities embarked upon by university academic are aimed at increasing knowledge, skills and capabilities.

V. Recommendations

Based on the findings in this study, the following recommendations are made:

1. The participation of universities in human resource development activities should be encouraged by the government and university authority through the provision of adequate funding for academic staff development activities both within and outside Nigeria.
2. Emphasis should be on training and retraining of academics to enable them acquire and update their skills regularly, to enable them develop necessary competencies needed in the education sector.
3. The establishment of system facilities for the training and re-training of lecturers should be put in place in our universities.
4. Women in academics should be encouraged to participate actively in human resource development activities.
5. Level of funding human resource development activities should be increased to enable academics generally improve on their teaching and research activities beyond the level of observation in this study.

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Human Values and Its Relevance in Technical Education

By Dr. Debabrata Kar
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Abstract - In the course of their work life engineers and technologists are involved in various development activities to serve the society. With the galloping rise in population the world over the service of technocrats to the human race is becoming more and more important. It is desirable that engineers develop a good and practical sense of human values so that they can fruitfully contribute to the societal development. The paper gives an overview of human values in the Indian society and highlights the need to incorporate these aspects in the curriculum of our technical education.

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HUMAN VALUES AND ITS RELEVANCE IN TECHNICAL EDUCATION

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Dr. Debabrata Kar

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I. Introduction

What is education? Learning a few things from books and being able to reproduce them in the examination to finally obtain a degree is not just enough. It is said that "Education is something that is left after you have forgotten all that you learnt in school".

The different dimensions of human values are material, societal, psychological, aesthetic, ethical and spiritual. A harmonious development and relationship of all these values helps us to grow as a true human being. Our technical education should be based on ideas drawn from both classical Indian value tradition and modern Western humanistic thoughts. The main objective of such an education would be:

- How to be a good human being?
- How to live a good life?
- How to help create a good society?

The academic enquiry pursuing into these varied dimensions of human life can be generally described as Human Values.

Of late we find a growing awareness amongst the educationists in the professional field, particularly in Technology and Management to incorporate courses like human values, ethics, professional ethics etc in their under-graduate and post-graduate curriculum.

II. The Good Life

Values, what are they? Value is an essential attribute to human consciousness. It prompts and guides goodness in good human beings, good society and the good life. Value expresses the qualitative significance to ideas, feelings, activities and expressions. It evaluates the standards such as

- what is right and what is wrong?
- what is good and what is bad?
- what is desirable and what is undesirable?

Those who value money, power and status most will direct all their efforts for achieving these objectives ignoring the social, human and ethical implications. In the highly intellectual Greek tradition the ultimate values are – TRUTH, GOODNESS and BEAUTY. In the Indian Vedantic tradition ultimate reality is SAT, CHIT, and ANANDA that is, existence, knowledge and bliss.

In the Buddhist tradition it is liberation from bondage that leads to NIRVANA meaning, NO REBIRTH or MUKTI that is, complete liberation.

All the great religions over the centuries have aimed to expand and uplift the value consciousness of human beings.

III. Indian Concept of Values

The main teaching of Indian Philosophy has been "Plain Living and High Thinking." The Indian thought on values has been DHARMA which covers –

- Personal virtues,
- Righteousness,
- Duties,
- Obligations

Sense of values or DHARMA is essential for distinguishing between human beings and animals. Hunger, Sleep, Fear and Sex drive are common urges of both animals and human beings. In the Indian school of thoughts an integrated view of life consists of DHARMA (Religion), ARTHA (Money), KAMA (Desire) and MOKSHA (Liberation).

IV. What is Happiness?

There are divergent views amongst various schools of thoughts as to what constitutes Human Happiness. These are:

1. Fulfillment of needs and desires
2. Self experienced state of well being
3. Happiness as a state of mind
4. Happiness from societal angle that is, one cannot be happy if all the people around him are unhappy.

Some traditional views on happiness are as follows:

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PLUTO, the Greek Philosopher said, "Happiness is the .... pursuit of goodness".

- BERTRAND RUSSEL said, :
  "The good life is what is inspired by love and guided by knowledge". Love provides the very foundation of all goodness in life.
- Our Pandit Jwaharlal Nehru's vision of good life has been "A full, free, dignified and creative life, vibrant with intellectual tremors"

V. Values in Work Life

Quality of life is largely affected by the work by which we earn our livelihood. Our work shapes our attitudes and personality. We often have conflicts between individual value and value in work life. These conflicts can be categorized under the following:

- Attitudes to work
- Work ethics and quality of work life
- Organizational values
- Pursuit of excellence.

Let us discuss each of the above.

a) Attitudes To Work :

Why do we work? We work to earn our living and support our family. Work is a necessity, rather it is a compulsion.

At the second level work means gaining social prestige, esteem and authority. Farmers, artisans, laborers have a lower social status than managers, business owners, bureaucrats and politicians who enjoy a higher status in the society.

At the third level through work we use our talent, sharpen our skills and develop our creativity and get opportunity to learn, grow and improve our knowledge, skills and human relationship. It is said, Work is Worship meaning, our work in reality, is an offering (PUJA) to Good.

b) Work Ethics And Quality of Work Life :

A worker is paid his salary/wages and in return he is expected to contribute his best to the organization. Without such an ethical consideration the employer/employee relationship becomes exploitative with little trust and cooperation between them.

The second dimension of work ethics is a sense of loyalty to the organization. A loyal employee does not promote his personal interest at the cost of the organization.

The third dimension is that the organization must have a written, as well as, an unwritten rules/norms and ways of working. Team working and team spirit are the essential strengths of a successful organization.

Personal honesty and integrity are most important. The following attitudes must be avoided:

- Misrepresentation of facts
- Going back on words and promises
- Promoting selfish or hidden agenda
- Corruption and bribery
- Scams, frauds, kick-backs, accepting gifts, favors, even donation for charities etc.

c) Organizational Values :

Organizations are Social and Human units. Purpose of a business is not just making profit; the fundamental value lies in the special worth of its products/services and its impact on quality of life. Man must eat to live but man does not live only to eat. A good organization should be good to the corporate citizen. It should OBEY LAWS, PAY TAXES, PRESERVE THE ENVIRONMENT, HELP SOLVE COMMUNITY PROBLEMS, have due regard to NATIONAL PROBLEMS and PRIORITIES and share its earning and resources with the less fortunate sections of the society. EQUITY, JUSTICE and FAIR PLAY are the essential values in promoting good work culture. We must Discourage VICES like Jealousy, Back biting, Destructive competitiveness etc.

d) Pursuit of Excellence :

Excellence means achievement of exceptional accomplishments or success and getting excellent result from life as a whole. Chances of failure are always there. Hence, desire for success is always associated with anxiety. In reality at times achieving a goal becomes so important that any means fair or foul are adopted. Foul means include Bending rules/regulation, Cutting corners, Exploiting other, Offering bribes etc.

A few well established basic values for international business are:

LOVE, TRUTHFULNESS, FAIRNESS, FREEDOM, UNITY, TOLERANCE, RESPONSIBILITY, RESPECT FOR LIFE and HUMANITY, Preserving and Protecting the Environment.

VI. Conclusion

Value education is particularly important for students in professional and technical courses like Engineering, Management, Medicine, Law etc both in Under-graduate and Post-graduate levels. It is important to understand in the wider social and human context the impact of their chosen profession on the society at large. Creation of value concept in the appropriate climate will encourage emergence of good human beings, a band of worthy as well as socially responsible professionals and will eventually lead to the creation of a good society.

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Quality Collection of Library Resources in Meeting Users' Needs in Academic Institutions: Competitive Intelligence Approach

By Yacob Haliso & Rachael Folashade Aina
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Abstract - This paper explores the quality collection of library resources in meeting user's needs with competitive intelligence approach. The research is approached though an overview of existing literature. Deming's 14 points management plan for libraries was adapted for management that committed to quality performance. The paper reviews that for a library or an information center to offer quality service in the area of collection, current, relevant, adequate print and electronic information resources must be provided. This paper also identifies challenges of providing quality library collection and possible suggestions.

Keywords : Quality Collection, Library Resources, User's Needs, Academic Institutions and Competitive Intelligence.

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QUALITY COLLECTION OF LIBRARY RESOURCES IN MEETING USERS NEEDS IN ACADEMIC INSTITUTIONS COMPETITIVE INTELLIGENCE APPROACH

Strictly as per the compliance and regulations of:

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Yacob Haliso [α] & Rachael Folashade Aina [σ]

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I. Introduction

Library is primarily set up to collect, organize or process, store, preserve and disseminate information resources of any formats to users as quick as possible. Library is not a profit making organization. It is established to support the organization or individual to achieve the stated goals and objectives. The main reason for establishing libraries is to meet both the current and future needs of the users by acquiring relevance, current and quality resources. Library users are satisfied when the library is able to provide quality service. Quality collection of library resources of different formats and services determines the richness of the library together with other facilities such as conducive environment and quality staff. Good collection of textbooks, journals, reference books, online journals, ebooks, internet resources etc in needed in a good library.

Collection development is the process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items, as well as routine selection and deselection decisions. (Online dictionary for library and information science 2004-2010) Adequate balancing of library collection of different formats is a pointer to the quality of library collection. Any library that does not acquire quality information resources cannot satisfy the patrons' needs. It is expected of academic library to have collection development policy that will guide the library towards quality service.

According to Haag (2006), Competitive intelligence is the action of defining, gathering, analyzing, and distributing intelligence about products, customers, competitors and any aspect of the environment needed to support executives and managers in making strategic decisions for an organization. It is very important to note that competitive intelligence is an ethical and legal business practice, as opposed to industrial espionage which is illegal. It focuses on external business environment. Academic libraries need to scan the environment in order to have better understanding of operations from other academic libraries so as to improve in the areas they are lacking behind. Scanning of environment required seeking for appropriate information that will be useful for quality library collation and services. There is a process involved in gathering information, converting it into intelligence and then utilizing this in business decision making. CI professionals emphasize that if the intelligence gathered is not usable (or actionable) then it is not intelligence.

A more focused definition of CI regards it as the organizational function responsible for the early identification of risks and opportunities in the market before they become obvious. Experts also call this process the early signal analysis. This definition focuses attention on the difference between dissemination of widely available factual information (such as market statistics, financial reports, newspaper clippings) performed by functions such as libraries and information centers, and competitive intelligence which is a perspective on developments and events aimed at yielding a competitive edge (Gilad, 2008)

In every institution of higher learning, there is a need to use competitive intelligence approach in academic libraries for quality collection. University libraries from federal, state and private should scan their environment to get the necessary information that will be

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useful in improving their library collections and services. Though libraries are not profit making oriented but the quality of their collections and services contribute immensely to research and development of the nation.

All over the world, academic libraries play vital roles in education. They are responsible for acquisition of library resources in printed and non- print formats, processing, storing, preserving and disseminating these resources to users at the right time. Society and academic communities expect quality services and collection from libraries for teaching, research and development. It was generally observed in Nigeria that many academic library services and collections were not quality enough to meet users' needs. This was as a result of insufficient funding; shortage of qualified staff and ICTs infrastructure. Based on this observation, this paper tends to explore the quality of library collection in meeting users' needs in the angle of competitive intelligence.

The main tours of this paper cover:

1. The importance of library quality collection in meeting the users' needs;
2. The competitive approach in the academic library for quality services;
3. The impact of information resources development policy in providing quality library collection to users; and
4. The possible challenges of quality library services and collection in academic libraries.

A literature survey was undertaken to determine the importance of quality collection in meeting library users' needs and collection development police as a plan of action for quality library services. Deming's 14 points management plan for libraries was adapted for management that committed to quality performance.

II. The Concept of Library Collection Development

Collection development can be described as the ways of building up and improving upon a library's information resources. Library collection is the peak of a library. It is the barometer for which one can measure the richness of a library or information center. Olaojo and Akewukekere (2006) cited in Owolabi and Akintola (nd) defined collection development as a process of selecting, ordering and payment of information materials for the use of the users in the library. Based on this, collection development helps to enhance the assemblage and provision of a variety of information materials to meet the desperate need of library users. Nnadozie (2006) opined that collection development is a planned, continuous and cost effective acquisition of quality and relevant materials to meet the needs of the users and objectives of the university libraries. Commenting on the importance in Nigerian university libraries, Olanlokun and Adekanye (2005) submitted that collection development is an important aspect of library service that can promote libraries. They went on to say that university libraries need to rise up to their responsibility by providing materials capable of supporting teaching, learning and research, and also for community services. Collection development is the vehicle through which library activities can be measured by the users. It is also important to note that the strength and the weakness of a library collection can be measured or determined by its collection

III. Quality Collection of Library Resource in Meeting Users' Needs

The library collection is said to be quality when the collection of the library resources are current, relevant in meeting the various needs of library patrons. It is the expectation of the society that the library should provide all forms of information materials that will meet their needs. Libraries play vital roles in research and development. No individuals, organizations, comm.-unities or nations can survive without information, the reasons being that information has become a critical resource for survival of humanities. The library is the nerve center of academic activities in universities and is a depository of knowledge, with varied and useful information stored in different kinds of materials, each of which has its unique way of handling. University libraries must help reach the academic goals of their parent institutions and this can be achieved through adequate library collections. Chukwu (1998) cited in Owolabi and Akintola (nd) maintains that the major indicator of a good library is the quality and quantity of its collections. It is necessary for university libraries in Nigeria and elsewhere to acquire current and relevant information resources necessary for sustaining the teaching, learning, and research activities that universities are known for.

Materials should meet high standards of quality in content, expression, and format. On the other hand, the selector should not hesitate to acquire a low quality book that will be read in preference to a superior book that will not be read. The quality of materials must be related to the other two basic standards of selection, which are purpose and need. The library performs a variety of roles, which in turn demands a variety of materials. (Olaojo & Akewukereke, 2006) The collection of reading materials for instance in public libraries needs to be more quality to make people love to reads. Many people depending on public library to have reading materials such as books that they are unable to have it. The collections of public libraries in very poor condition, the main factors that contribute to this situation are the lack of priority by the authorities and insufficient of funds to support public libraries (Utusan Malaysia, 2006) cited in Zakaria (2009). Ogundipe (2005) added that priorities given to libraries in the local development process is not high in completion with such other basic as portable water, electricity, good road mentioned but few. Any academic institution that does not give library priority with other necessary facilities may not be able to produce excellent students that will compete favourably with their counterpart within and outside the country.

New ways to conceive of and measure quality in libraries are needed--and alternate approaches emerge in the business sector where organizations are increasingly evaluated in terms of their service quality. The primary focus of a library is service, and service quality is the most studied topic in marketing research during the past decade. A repeated theme in the marketing literature is that service quality, as perceived by consumers, is a function of what customers expect and how well the firm performs in providing the service (Danuta, 1997). It should be noted that any academic library that provides quality and relevant information materials will keep the users and they will continually using the library. This makes library users to have good perception about library services.

IV. Information Recourses Development Policy

According to Olaojo and Akewukereke (2006) a collection development policy establishes ground rules for planning, budgeting, selecting, and acquiring library materials. This document provides a framework for coordinated collection development programme throughout the university libraries. In addition, this policy helps the library to serve the academic community. It assists bibliographers in making not only routine selections, but also approval of plan profiles and gift acceptance decisions. With common terminology and collection standards, bibliographers can work with greater consistency towards defined goals. The standard processes to be considered include selection, scope of collecting, and replacement of missing but useful materials and worn-out materials. According to Eguavon and Ochai (2002), collection development is a planned, systematic development of a collection based on the objectives of the library.

Ikem (1995) cited in Olaojo and Akewukereke (2006) opined that collection development policy is the vehicle through which the library achieves the goals of its readers' services. Proper budgeting (in line with the collection development policy) and its careful operation are vital to the success of library service activities. It should be used as a planning and monitoring instrument. Just as no group of activities can succeed without proper planning, so also the activities of meeting users' needs cannot succeed without proper policies and monitoring. It is very important for library and information center to have a robust collection development policy that will enhance quality in library and information services.

V. User Education and Creating Awareness of New Arrival

User education is a way of training library users on how to effectively utilize the library materials. Having acquired library materials of different formats, it is very important to train users of library on how to access those materials both printed and non-printed resources. Training of library users can take different forms such as library orientation, one credit unit course on the use of library, conduct seminar/ workshop, etc When library users are taught on library use, information materials acquire would be properly used.

E-Library User Educational Module is an e-learning package about new computer technologies, explained in a very simple and accessible manner. Participants will be taken through the essentials of using computerized catalogue systems in libraries, databases, virtual libraries, and the Internet or web-page design. Through presentations, explanations and quizzes, participants will have the opportunity to make their first step into the digital information world. (UNESCO, 2005) According to Ode and Omokaro (2007), the 'library instruction' helps to widen the educational horizon of library users as it exposes them to other areas of study, which are far remote from their areas of disciplines. Furthermore, the library instruction grants the users intellectual freedom because the knowledge they acquire expose them to have free access to all information resources that they may require.

Creating awareness of new arrival is the process of informing the library users of newly information materials of different formats acquired by the library. This service can take the form of displaying of those materials, sending memo to faculty, or emails to respective library users

VI. Theoretical Framework on Quality Library Services: Quality Management Model for LIbrary

In 1950s, Dr W. Edwards Deming used his own quality methods to help Japan move into the global competitive marketplace. It is Deming and Joseph M. Juran who are generally recognized as the two primary thinkers in the quality management community, Deming for his belief that a company or organization can achieve a quality framework through a radical organizational transformation, and Juran in his theory that organizations can be managed for quality. In the Juran approach to quality management, three conditions must apply: commitments and action from top management, training in Total Quality Management (TQM), and quality improvements at an unprecedented rate. (Capezio & Morehoude 1995) cited in Clair (2000)

In order for academic libraries to provide relevant and quality information resources to support universities' curriculum, the concept of quality management must be established. In line with this, this paper adapts Deming's 14 points management plan for libraries. It is expected that every academic libraries should have mission statement. When there is no clear mission statement, staff, users and organizational management will not have a clear picture of the roles of academic libraries in institution of higher learning. Therefore Deming's 14 point adapted for libraries are summarized by Clair (2000) as follow:

1. Establish constancy of purpose for service improvement. Libraries should avoid short-term 'band-aid' solutions to quality problems. Instead, long-term planning at the board administrative levels must consider how quality service delivery can best be achieved
2. Adopt the new quality philosophy. Those who work in the libraries must adopt a philosophy in which negativism and poor service are all acceptable. Unhappy patrons not only cease visiting libraries (which reduces the need for staff), but also resist tax hikes and avoid making financial contribution to support the library.
3. Cease dependence upon mass inspection. Continuous improvement – not quality assurance- is the key to excellent service. With a quality assurance approach, staff members will assume their errors will be detected by others, and thus may underemphasize the importance of doing things right the first time. Quality breakdown are more difficult to fix after than before the fact.
4. End the practice of awarding vendor business based on price alone. Rather than constantly searching for cheaper supplies, long-term relationships should be established with the vendor. For example, when choosing a CD-ROM service, more than price should be considered. The capabilities of the system and service support will be important to the librarian.
5. Improve constantly and forever very system of service. Total Quality Management is not a one-time effort, not even something that is ever accomplished. Instead, it is a journey. Once this journey is embarked upon management is obligated to continually improve the library. Because of the high level of interdependency among organizational members in a library, a team approach is require for making decision about quality improvements.
6. Institute training procedures. Staff members often learn their jobs from colleagues who were improperly trained themselves. When this occurs, new members cannot adequately perform. Instead, organization members should receive proper training through activities such as in-services, professional conferences, and continuing education.
7. Adopt and institute leadership. Managers should go beyond telling employees what to do and actually led by example. Leadership means discovery and removing barriers that prevent individual from taking pride in their work.
8. Drive out fear so that everyone can work effectively. Library Staff members must feel ensure if quality is to improve. They must be able to ask questions, report quality problems, and take a firm position on necessary improvement without fear of reprisal.
9. Break down barriers between departments. One department's goals can interfere with another's. Therefore, departments must be able to communicate with each other. Departmentalism must be replaced by identification with the mission of the entire library.
10. Eliminate slogans, exhortations, and targets for the workplace. Management slogans ('such as if it's worth doing, it's worth doing right') can breed resentment among staff members as these messages (erroneously) imply that improvement will follow increased effort on their part
11. Eliminate numerical quotas, including management-by-objective. Work standards place a cap on productivity, since very few will be motivated to produce beyond the expected level. Moreover, numeric quotas do no focus on quality issues. In fact, Deming feels that the emphasis on numbers by American Management impedes quality improvement more than any other single factor.
12. Remove barriers that rob people of pride in workmanship. Barriers such as outdated equipment, substandard materials, and authoritarian managers stand in the way of quality improvement. Annual ratings and merit pay heighten conflict and competition. The humanity of the workforce must be fostered through true delegation and autonomy-not through pseudo-participation.
13. Institute a vigorous program of education and self-improvement for everyone. Management, professionals, and nonprofessional staff members should be continually educated. People are important assets, and they must acquire new knowledge and skills to keep up with changing technology and advance in the field of librarianship.
14. Create a new structure that put everybody in the organization to work accomplishing the transformation. Administrators must communicate a new vision for the library. They should be accessible to organization members and provide a structure in which people can contribute to the quality mission.

From the above Deming's 14-points management plan adapted for libraries, it is very important for every academic library that aims at providing quality and relevant information resources to users should take note of these critical points. It is expected that academic library should have mission statement that gear towards quality service delivery. They should adapt the new philosophy of quality. There should be continuous improvement in acquisition of library information materials. Libraries should institute training procedures both for the staff and the library patrons for effectivene and efficient services. The management style to adopt should be favourable to staff at all level. Teamwork spirit should be encouraged, and there should not be barriers among departments. Management should put everybody in the library to work to accomplish the transformation

VII. Relevance of Theoretical Model to This Study

Libraries are not profit orientated establishments; yet competitive intelligence approach can still be used in order to offer quality services as well as competing favourably among other academic libraries. Any library that desire to provide quality collection need to consider Deming's 14-points discussed above. Quality collection of library resources involves acquisition of relevant and current materials in different format. Library collections consist of prints and non-print materials such as books, reference materials, serials like journals or magazines, audio and video materials CD-ROM, electronic resources, internet resources and others. The library administration needs to setup the library system that will gear towards quality philosophy and meeting users' needs. Academic library users are students, faculty, staff community members and visitors. There is need for creating library awareness and user education programme. From Deming's 14-points theoretical frame work adapted for libraries, academic libraries in Nigeria would be able to offer quality service and thereby improve the quality of her graduates. This conceptual model can be derived.

VIII. Quality Collection of Library Resources: A Competitive Approach

Competitive intelligence (CI) has become a necessary activity in business. It compels companies and institutions to look beyond internal business activities and to integrate events in the external environment into the information picture of a company on an ongoing basis – not once a year! Different to knowledge management and other information management tools, CI provides focus to the information management activity in companies, attempts to make sense from available information and interprets information to make it actionable for use in strategic decision making. It presupposes a human role – information is turned into intelligence through a process of interpretation. According to McGonagle and Vella (1990), cited in Muller, (2003)

CI can assist business leaders to make better decisions than their competitors. Areas where CI can provide a competitive advantage include:

i. competitive activities, for example mergers and acquisitions;
ii. marketing planning, for example new product development;
iii. regulatory issues, for example the impact of new legislation on the business; and
iv. customer activities, for changing needs and preferences;

In order for academic libraries to meet the information needs of their users, they have to know their information needs and provide it in a manner that meets their perceptions and their expectations.

According to Clair (2000) quality management is a combination of process, technique, and management style put together with a commitment to an ongoing effort that establishes quality management as the basis for all process decisions in the organization. These elements then came together to form an information services culture, build on an unwavering commitment to customer satisfaction, that utilizes a wide spectrum of quality – focused management procedures and policies, leading to continuous improvement and the provision of the highest level of excellence in information products, services and consultations.

Competitive intelligence tends to involve gathering information about outside environment in order to plan for the future of your own company and products/services (Calof, 2001) cited in Langton (2005) Diversity of library resources collection and competitive intelligence approach

In Nigeria, there are twenty seven (27) federal universities, thirty seven (37) state universities and forty one (41) private universities. How can libraries in private, state or federal government universities compete favourably with one another? Here comes the issue of competitive intelligence. Competitive intelligence has become increasingly important for organizations both in private and a public sector because of intensity of competition has increased in recent years. Any library that provides quality information resources that are adequate, current and relevant will probably meet the information needs of its users. Information resources come in different formats, any academic library that collects information materials in divert formats based on users' needs will defiantly meet the needs of its patrons. Particular information can be documented in hard copy, tape, CD-ROM and electronic formats. This gives the library users the opportunity to use the one that is convenient for them. The library should organize schedule of watching educative documentary films.

Organizations use competitive intelligence to compare themselves to other organizations ("competitive benchmarking"), to identify risks and opportunities in their markets, and to pressure-test their plans against market response (war gaming), which enable them to make informed decisions. Most firms today realize the importance of knowing what their competitors are doing and how the industry is changing, and the information gathered allows organizations to realize their strengths and weaknesses. Academic libraries in federal universities, state and private universities should be able to compete favourably among one another. They should identify their weakness and opportunities. They should explore the opportunity and seek for information among their counterparts to improve the library services and thereby provide quality information materials to meet the library users' needs.

There is need for libraries in academic institutions to acquire information materials in variety of formats such as textbooks, serials, references materials, CD-ROMs, films, cassettes, databases, grey literature, audio, video, ephemerals, recreational materials, children materials, and all other information resources that will be useful to users. Any library or information center that acquires the needed materials will retain its users and has good perception of its services by users.

Environmental scanning and library administration decision making

Environmental scanning involves looking at information and looking for information from similar libraries to see their collection and provision of information resources. According to Morrison, (1992) the ability of management to adapt to the rapidly changing external environment is a yardstick for successful management. This calls for academic libraries administrators to seek for information from other similar libraries and use this information to their competitive advantage for quality collections of information resources in their libraries. Environmental scanning is a methods that will enable the administration to understand the external environment and the inter association of its various sections as well as the ability to translate this understanding into the organizations planning and decision making process.

Choo, (2002) cited in Langton (2005) submitted that environmental scanning casts an even wider net and analyses information about every sectors of the external environment that can help management to plan for the organization's future. Scanning covers not only competitors, suppliers and customers, but also includes technology, economic conditions and political regulatory environment.

Challenges of quality management and relevant collection of library resources and possible suggestions

Libraries challenges are those constraints that hinder libraries at all levels from providing adequate and quality services to the users. Inadequate funding is the major challenge of libraries in developing countries especially in Nigeria. This made the libraries to have few current books, journals, and other reading resources. Many libraries have no e-mail, fax, telephone and computer based services. The inability of the Nigeria government to stock libraries with relevant books `and journals particularly in the academic institutions has a great implication for learning, teaching, research and development. This has led to conscientious efforts made on the part of the Nigerian government to come up with virtual library initiatives and other relevant information and communication technology policies to provide higher institutions access to relevant and current information resources. Deming also identified seven deadly diseases that can spell doom to quality improvement in an information centre as follow:

1. Lack of constancy of purpose
2. Emphasis on short-term profits
3. Evaluation by performance, merit rating, or annual review of performance
4. Mobility of management
5. Running a company on visible figures alone
6. Excessive medical costs
7. Excessive costs of warranty, fueled by lawyers who work for contingency fees

"A Lesser Category of Obstacles" includes

1. Neglecting long-range planning
2. Relying on technology to solve problems
3. Seeking examples to follow rather than developing solutions
4. Excuses, such as "our problems are different"
5. Obsolescence in school that management skill can be taught in classes
6. Reliance on quality control departments rather than management, supervisors, managers of purchasing, and production workers
7. Placing blame on workforces who are only responsible for 15% of mistakes where the system desired by management is responsible for 85% of the unintended consequences
8. Relying on quality inspection rather than improving product quality

Despite the roles of academic libraries in the society and in national development, the above challenges can be of quality library services can be reduced if not totally eradicated by the following suggestions:

1. Governments and parent organizations should make libraries and information resources center as part of their priorities.
2. Libraries budgetary allocation should be increased in order to meet the needs of libraries patrons. Library's management should take a drastic measure to attain quality in all ramifications.
3. Theme work spirit must be promoted. Robust collection development policy must be established in line with the library mission statement to provide quality services.

4. The seven deadly diseases identified by Deming that can doom quality improvement in libraries an information centres should avoided.
5. Governments and parent organizations should invest more in the provision of internet and ultra modern library facilities.
6. All the appropriate databases and information resources that are relevant and current should be acquired.
7. The system should be in place to facilitate effective use of library resources acquired.
8. Deming 14 points management plan for library should be adapted

IX. Conclusion

In conclusion, library is primary set up to acquire, organize, store, preserve and disseminate information resources to users as soon as possible in meeting their information needs. Quality library collection is the setting of high standard of information resources and services that are relevant and capable of meeting library users' information needs. Information resources come in different formats, such as printed like textbooks, journals, encyclopedia, newspapers, dictionaries, and others, non print information materials such as CD-ROM, electronic databases, electronic books, audio, video, and others. Academic library that offers quality library services will properly meet the information needs of its users. The competitive approach in providing quality services in academic libraries is the ability to seek information from other counterpart's libraries and make use of this information to provide quality services and be in better position than others.

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Rajbanshi Women and Empowerment: Through the Lens of Gender and Development Rubric

By Moumita Ghosh Bhattacharyya
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Abstract - "Empowerment is the process by which the powerless gain greater control over the circumstances of their lives. It includes both control over resources (physical, human, intellectual, financial) and over ideology (believes values and attitudes)…"[1]

The status of women in a society is measured in terms of educational level, income level, employment, health status, decision making right/ autonomy as well as the various roles played by them in the family, society and the community. Indian women's status, role and their problems are linked to the history and traditional social system of the country. Women constitute half of the population, yet they are not treated on par with men in many aspects of life. In our country (and world wide), women usually have been linked to home and hearth. This has usually resulted in their economic dependence, social neglect and political ignorance which in their turn have prevented women from empowering themselves.

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RAJBANSHI WOMEN AND EMPOWERMENT THROUGH THE LENS OF GENDER AND DEVELOPMENT RUBRIC

Strictly as per the compliance and regulations of:

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Moumita Ghosh Bhattacharyya

Abstract - "Empowerment is the process by which the powerless gain greater control over the circumstances of their lives. It includes both control over resources (physical, human, intellectual, financial) and over ideology (believes values and attitudes)…"[1]

The status of women in a society is measured in terms of educational level, income level, employment, health status, decision making right/ autonomy as well as the various roles played by them in the family, society and the community. Indian women's status, role and their problems are linked to the history and traditional social system of the country. Women constitute half of the population, yet they are not treated on par with men in many aspects of life. In our country (and world wide), women usually have been linked to home and hearth. This has usually resulted in their economic dependence, social neglect and political ignorance which in their turn have prevented women from empowering themselves.

This paper is based on an empirical study of the 776 female heads of the respective households of two selected mouzas under two respective blocks of Jalpaiguri district namely Gartali Jalpesh mouza under Maynaguri block and Chauhaddi mouza under Dhupguri block. The study was undertaken to measure the access towards the rights and empowerment issues of Rajbanshi women at various societal dimensions leading to the development processes (if any).

The U.N. General Assembly declared 1975 as the International Women's Year and 1975-1985 as the International Decade for Women, which led to a mounting awareness of women's issues and an acceptance of their demands as genuine issues for policy making, both at the national and international levels. The major themes of the International Women's Year and Conference were- Equality, Development and Peace. However, Equality, had been a dominant issue for the U.N. Commission on the Status of Women and it came chiefly from the feminist movement of the Western industrialized nations. Peace was gradually more considered to be a women's issue by the countries of the Eastern block. Development, on the other hand, was a recent issue put further mainly by the newly independent "Third World" nations as a key to civilizing women's lives.[2] The women's conferences held during the Decade also underlined the importance of changing the sexual division of labour and the need to properly value women's unpaid labour.[3] By highlighting women's participation in production, researchers have provided a timely challenge both to the definition of 'work' (and 'active labour') and to the methods of data collection used for generating official statistics.[4] An important component of this endeavor has been the attempt to deal with the much- talked about category of 'family labour' — which is rendered culturally invisible by falling under the category of 'housework'. At the household level the gendered division of labor traditionally defines women's role primarily as family maintenance. This work is unpaid, taken for granted and indiscernible in economic terms, but has significant impact on the quality of women's lives and well-being. For example, when women assume paid work, they also assume the "double work day," paid and unpaid. The invisibility of women's unpaid work remains a critical issue in national and international macro policy.[5]

The Rajbanshi women[6] has to work more than their men folk. They not only manage household chores, but also assist their men in fields regarding transplanting irrigational crops or reaping it. They collect dry woods for cooking and sell agricultural products in the nearby markets. Thus the contributions of the women in the Rajbanshi families are significant and results in encouragement of the men folk to tie the knot with more than one wife.[7] Bellow are the statistics of the work pattern of the Rajbanshi men and women of the study areas.

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[1] Harriet B. Presser and Gita Sen (ed.). 2000: Women's Empowerment and Demographic Processes: Moving Beyond Cairo. Oxford: Oxford University Press. p. 24.

[2] SIGNS. 1980: *1975 Report of the World Conference of the U.N. Decade for Women – Equality, Development and Peace*. Copenhagen: U.N. Publication, A/CONF. 94/35.

[3] Young, K. 1993: *Planning Development with Women: Making a World of Difference*. London: Macmillan. p. 131.

[4] Beneria, L. 1981: 'Conceptualizing the labour force: The underestimation of women's economic activities', in N. Nelson (ed.), *African Women in the Development Process*. London: Frank Cass.

[5] Dixon-Mueller, R.B. 1985: Women's Work in Third World Agriculture: Concepts and Indicators, Women, Work and Development Series No.9. Geneva: International Labour Office; Sharma, U. 1980: Women, Work and Poverty in North-West India. London: Tavistock.

[6] Rajbanshis are the indigenous population of north Bengal in the state of West Bengal. They are considered as one of the major Scheduled Caste community by the state government.

[7] Sunder, D. H. E. 1995: p. 48; J. Roy. 1954: 'Economic and Social Customs of the Rajbanshis', Modern Review. August. p. 122. Cited from S. Basu. 2003

Table 1 : Occupational pattern of the Rajbanshi Men and Women at Chauhaddi Mouza at the Primary Level.

Primary Occupation of Rajbanshi Population in Chauhaddi Mouza	Male	Percent	Female	Percent	Total	Percent
Agriculture	12	1.82	0	0.00	12	0.95
agricultural labour	152	23.10	30	4.96	182	14.41
Day labourer	147	22.34	36	5.95	183	14.49
Forest	2	0.30	0	0.00	2	0.16
Business	49	7.45	0	0.00	49	3.88
Housework	8	1.22	235	38.84	243	19.24
Sevice	4	0.61	4	0.66	8	0.63
Student	232	35.26	234	38.68	466	36.90
Maid	0	0.00	7	1.16	7	0.55
Other	49	7.45	2	0.33	51	4.04
Pension	3	0.46	1	0.17	4	0.32
Biri binding	0	0.00	56	9.26	56	4.43
Total	658		605		1263	

Source: Field Survey, 2009- 2010.
Here primary occupation signifies the full time engagement of the person at the primary level (it may not be income generating).

According to the above Table, major portion of the Rajbanshi male population at Chauhaddi Mouza is agricultural laborer, which is 23.10 percent and 4.96 percent is female agricultural laborer. 22.34 percent male population is day laborer, in case of female it is 5.95 percent. 1.82 percent Rajbanshi male are involved in agriculture.7.45 percent male population is involved in business as primary occupation. 0.61 percent male population and 0.66 percent female population is service holder. 9.26 percent female population is bidi binders. 1.16 percent female population is maid servants. Very few percentage of male and female population is pension holders. Most of the female members' primary occupation is housework. 38.84 percent female population's primary occupation is housework and also they have to work outside the home occasionally when work is available. Also those who have to work outside the home to earn wage as primary occupation (day lalourer or agricultural labourer) they too have to do all the household chores as secondary occupation.

Table 2 : Occupational pattern of the Rajbanshi Men and Women at Gartali Jalpesh Mouza at the Primary Level.

Primary Occupation of Rajbanshi Population in Gartali Jalpesh Mouza	Male	Percent	Female	Percent	Total	Percent
Agriculture	10	1.50	0	0.00	10	0.80
agricultural labor	29	4.35	0	0.00	29	2.31
day laborer	106	15.89	14	2.37	120	9.55
Business	92	13.79	2	0.34	94	7.48
Housework	5	0.75	331	56.10	336	26.73
Service	128	19.19	25	4.24	153	12.17
Students	270	40.48	213	36.10	483	38.42
Maid	0	0.00	5	0.85	5	0.40
Other	24	3.60	0	0.00	24	1.91
Pension	3	0.45	0	0.00	3	0.24
Total	667		590		1257	

Source: Field Survey, 2009- 2010.

Here primary occupation signifies the full time engagement of the person at the primary level (it may not be income generating).

According to the above Table, major portion of the Rajbanshi male population at Gartali Jalpesh Mouza is service holder, which is 19.19 percent and in case of female population it is 4.24 percent. 1.50 percent male are involved in agriculture. 4.35 percent male population is agricultural laborer. 15.89 percent male population and 2.37 percent female population is day laborer. 0.85 percent female population is maid servants. 13.79 percent male population and 0.34 percent female population is involved in business as primary occupation. Very few percentage of male and female population is pension holders. Most of the female members' primary occupation is housework. Here in this mouza 56.10 percent female's primary occupation is housework and rest of the female population do it as secondary work. From both the tables it is significant that the percentage of women involved in housework at the primary level is high at Gartali Jalpesh mouza. Because the socio- economic position of the mouza is much better than Chauhaddi mouza and most of the women need not work outside the house. Whereas in Chauhaddi mouza the economic situation is very grim and the women of the mouza has to work as agricultural labourer or day labourer at the primary level to earn a living for their family. Before leaving house for the days work they have to finish cooking food for the rest of the family and at the evening after retuning home from work, they again have to cook night's meal and finish the rest of the household chores. Thus housework which is generally females part of work does not even gets acknowledged as labour and goes unnoticed.

A number of feminist scholars(Okin 1989, Bubeck 1995, Fraser 1996) has regarded the so-called conventional gendered division of labor - prescribing a specialization in paid productive work for men and unpaid "reproductive" work for women, as the primary cause of women's social and economic inequality. Urged by much exposed ethics of femininity and masculinity, and enforced by many social and legal norms, the gendered division of labor gets to mold actual people's lives and thought process. According to Okin the family "is the place where we become our gendered selves;" and, "the division of labor within the gendered-structure family raises both practical and psychological barriers against women in all other spheres of life."[8] And this is so even today, when so many women have entered the labor market, for the recommendation still holds that these women may choose to have a job, but familial responsibilities are still all theirs, a "second shift" for them to perform

(Hochschild 1989). In The Second Shift, sociologist Arlie Hochschild demonstrates how so many working women today have two work shifts: their paid job outside and their unpaid job at home doing housework and child care. She calculates that, because of these two shifts, "women worked roughly fifteen hours longer each week than men. Over a year, they worked an extra month of twenty-four-hour days a year."[9] She concludes[10]:

> *Most women without children spend much more time than men on housework; with children, they devote more time to both housework and child care. Just as there is a wage gap between men and women in the workplace, there is a "leisure gap" between them at home. Most women work one shift at the office or factory and a "second shift" at home.*

Therefore, be it as full time homemakers or double shifters, household and care work is still overwhelmingly women's work, which in turn is not without consequence as to the modalities of women's labor market participation, women being more likely to work part-time and to withdraw temporarily from the work force to accommodate family responsibilities, leading to a less stable and profitable working life. The fact that women effectively bear exclusive (or main) responsibility for socially useful yet unpaid and undervalued household and caring work has several adverse consequences for women. The most immediate and apparent is deprivation of a (sufficient and reliable) independent income, which leads to domination while living with a (male) partner, and grave risk of poverty after a breakup or death of partner, especially when children are involved.[11]

Ester Boserup's (1970) ground breaking work on the negative impact of colonial and ensuing post-colonial industrial development strategies on women threw open avenues of research consciousness and action associated to, and appropriate for, women in the Third World. Till the mid-sixties, modernization theories were used to understand post-colonial societies. Through an evolutionary process of change that would transform traditional society, through various stages to a state of modernity. It involved a total transformation of traditional societies, their institutions, cultures and behaviour. On the whole, modernization theories argued that capitalism played a progressive role in the development of traditional and underdeveloped societies.

According to Boserup, unlike African countries where female farming and shifting agriculture is predominant and plough is not used, in Asian countries like India, the agricultural work through plough cultivation is distributed between the two sexes in a very different way. The main farming instrument in this region, the plough, is used by men helped by draught animals, and only the hand operations- or some of them are left for women to perform.

[8] Ibid. p. 111.
[9] Hochschild, Arlie. 1989: *The Second Shift*. New York: Avon Books. p. 3.
[10] Ibid. p. 4.
[11] Ibid.

Country (where sample villages are located)		Percentage of men in family labour force in agriculture	Average hours worked per week on own farm			Percentage of work in farm performed by		
			by active female family members	by active male family members	female hours as percent of male hours	by active female family members	by active male family members	hired labour of both sexes
WesternIndia	{A					17	50	33
	{B	32	16	33	48	14	57	29
	{C	39	19	35	54	20	56	24
Central India	{A	21	15	27	64	6	21	73
	{B	27	20	29	52	7	20	74
Southern India		40	20	30	67	25	37	38
Delhi territory			31					
Malayaa	{A		7	17	45			
	{B		9	14	68			
Philippines		21	30	43	70	13	69	18
								15
Chinab, average		30			50	13	72	
Northern China		27			41	9	75	16
Southern China		31			58	16	69	15
Of which: sub-region with multi-cropping of paddy		42		76		30	62	9

a The A sample refers to a village with one annual crop of paddy; the B sample refers to three villages with multi- cropping of paddy. The farm families were smallholders and both men and women had much wage labour in addition to their work in own farm.

b The figures refer to the period 1929- 33.

* *Western India*: Sample A, Dandekar, 82- 9, sample of 2,379 households in the old Bombay Deccan, 1949- 50. Sample B and C, Farm Survey Bombay, 14, 87, 117, 344-50, sample of 158 farms in Ahmednagar and Nasik districts (1956- 57). *Central India:* Sample A and B, Farm Survey Madhya Pradesh, 126- 7, 143-4, 149, 152, sample of 160 farms in Akola and Amraoti districts, 1956- 7. *Southern India*: Farm survey Madras 16- 7, 39- 43, sample of 199 farms in Salem and Coimbatore districts, 1956- 7. Delhi territory: Chaudhuri 647, sample of twenty- seven families in village close to Delhi. Malaya: Sample A and B, Wharton, 5-6, sample of fifty families in Province Wellesley in 1962- 3. Philippines: Survey of Households, 25, arepresentative sample of5, 123 households, October 1960. China: Buck, 290 3, sample of 15,316 farms, 1929 33.

The above Table shows the regions of India where plough cultivation is predominant. The samples from regions of plough cultivation in India show a predominantly male family labour force, because a large proportion of women in cultivator families are completely exempted from work in the fields. The land is prepared for sowing by men using draught animals, and this thorough land preparation leaves need for weeding the crop, which is usually the women's task. Therefore, women contribute mainly to harvest work and to the care of domestic animals and household chores. Women's labour goes unpaid and unnoticed. Here, she argued that in changing industrial societies, women faced further marginalization rather than increased freedom. The introduction of new agricultural technologies in developing countries leads to greater yields, shifting agriculture from the subsistence level to market production. Labor specialization became inevitable in order to maximize efficiency of production. If specialization is decided upon comparative advantage, those who have greater decision making power, autonomy and higher levels of education will assume authority over market activities. In most societies around the world, culture and tradition dictate that these individuals are men. Thus, Boserup writes, "The process of increasing specialization of labor is accompanied by an increasing hierarchization of the labor force and a gradual adaptation of the sex distribution of work".[13]

[12] Ibid,. Table. 2. pp. 25

Gradually there was a growing disillusionment with modernization theories by the late 1960s and early 1970s. Its inability to explain the failure of capitalist development in different parts of the world, particularly Latin America, led to the rise of an alternative theory, namely underdevelopment theory or dependency theory. The theorists Andre Gunder Frank and Immanuel Wallerstein have contributed immensely to the to the development and popularization of Dependency Theory.

Most dependency theorists regard international capitalism as the motive force behind dependency relationships. Andre Gunder Frank, is quite clear on this point:

...historical research demonstrates that contemporary underdevelopment is in large part the historical product of past and continuing economic and other relations between the satellite underdeveloped and the now developed metropolitan countries. Furthermore, these relations are an essential part of the capitalist system on a world scale as a whole.[14]

Like Frank, for Wallerstein too, unequal exchange between the core and the periphery led to the development of the former and underdevelopment of the latter

The underdevelopment Theories/ Dependency Theories, have been completely blind to the question of gender and the contribution of women to economic development. It was at this time that the contribution of Ester Boserup in her book "Women's Role in Economic Development" (1970) was recognized and widely quoted. Scholars like Ester Boserup, Elise Boulding and others, have noted that time and again, economic development in the underdeveloped countries leads to structural changes that dislocate women from income generating occupations. This, on the other hand imposes a greater load on women who continue with subsistence agriculture, while men move into mechanized agriculture, grow cash crops or migrate to the cities. By the mid- 1970s an increasing number of women and men concerned with global equity had become aware that both planned and unplanned development of the world has had inimical effect on women (Tinker and Bramson, 1976). Simultaneously, the Indian women's movement developed along lines quite autonomous of the Western paradigm and the participation of a cross- section of women lent it a depth and perspective that worked in turn to implant insight in the rising Indian academic contribution to Women's studies. Thus the field of Women and Development emerged.[15]

I. Chronologically How the Approaches Evolved

The truth that women had not benefited from the new creative opportunities, new technology and market forces, resulted in doubts over the alleged objectivity of the development agencies. This led to the emergence of the WID (Women In Development) approach. The term "women in development" was coined in the early 1970s by a Washington-based network of female development professionals.[16] The WID approach was adopted focusing on the fact that women's contribution for development is not recognized by the policy makers. Women are treated as 'beneficiaries' of development, not as active agents of development.[17] However, the WID scholars, retained the fundamental premise of the liberal world view. The problem was how to integrate women into development process (Mcfarland, 1988). The WID position legitimized research focusing specifically on women's experiences and perceptions (Rathgeber, 1990). WID was characterized by the Welfare approach. The critiques of WID argued that women would never get their equal share of development benefits unless patriarchy and global inequality are addressed. At this early stage, the emphasis was on equal rights for women rather than on economic development.

Then came into existence WAD (Women and Development) Approach. This approach argued that women are already integrated into the development process in an exploitative way. Under the WAD rubric, poor men in the third world faced as much of disadvantage as women as a result of the exploitative nature of international capitalism (Rathgeber, 1990). Therefore the WAD view does not satisfy the gender relations within caste/ class structure of society. Nor does it focus extensively on class and gender linkage and structures of patriarchy.

The female sphere theorists argue that the demand for equality of work for a just and egalitarian society may be disadvantageous for women. In a society where women enjoyed autonomy in the private sphere, for the sake of family however, they are withdrawn from the visible public labour force and are made economically dependent. However, many women have chosen to retain their economic independence.[18]

[13] Boserup, Ester. 1970: *Women's Role in Economic Development*. New York: St. Martin's Press. p. 9.

[14] Frank, Andre Gunder. 1972: 'The Development of Underdevelopment', in James D. Cockcroft, Andre Gunder Frank, and Dale Johnson, eds., *Dependence and Underdevelopment*. Garden City, New York: Anchor Books, 1972, p. 3.

[15] Ray, Bharati. 1994: *Detecting Disadvantages- A Pilot Study of Scheduled Caste Women in Two Districts of West Bengal*. University of Calcutta: Women's Studies Department.

[16] Tinker, I. (ed.) 1990: *Persistent Inequalities*. Oxford: Oxford University Press. p. 30.

[17] Available at the site www.egyankosh.ac.in/bitstream/123456789/36007/1/Unit%206.pdf. 6.7.2 The Indian Context ... 6.9 Gender and Development (GAD) Approach ... Commission on the Status of Women and it came primarily from the feminist ...

Some radical female sphere theorists noticed that class revolutions and class struggles do not ensure the end of discrimination (Parpart, 1989). For them women's subordination is rooted upon 'male control of women's sexuality, procreative capacity and ideology'. Thus the only chances of redistribution of resources lie in the recognition of a 'female sphere' where women are agents in, and of themselves. This perspective, however, detracts from an analysis of economic structures and class/ caste differences and is often ahistorical in its neglect of social reality.[19] This has led to a rethinking of the WID approach and resulted in the emergence of the Gender and Development approach or GAD.

Under the Gender and Development approach or GAD, both gender and caste/ class are considered in explaining women's development problems (Sen and Grown).[20] The GAD approach focuses on the socially constructed basis of differences between men and women and emphasizes the need to challenge existing gender roles and relations. GAD points to the importance of understanding the relationship between women and men and how society influences their respective roles. The GAD approach uses gender, rather than women, as an analytical category to understand how economic, political, social and cultural systems affect women and men differently. Gender is understood as the social roles, expectations and responsibilities assigned to women and men because of their biological differences. It is an ideological and cultural construct that shapes women's and men's realities.[21] Finally, under GAD approach women are seen as agents of change rather than passive recipients of development (McGreevy, 1983).

II. Women and Empowerment

The Cairo conference in 1994 organized by UN on Population and Development called attention to women's empowerment as a central focus and UNDP developed the Gender Empowerment measure (GEM) which focused on the three variables that reflect women's participation in society – *political power* or *decision-making, education* and *health*.

Empowerment is the process by which the powerless gain greater control over the circumstances of their lives. It includes both control over resources (physical, human, intellectual, financial) and over ideology (believes values and attitudes)…[22]

Mayoux's (2000) definition of empowerment is related directly with power, as "a multidimensional and interlinked process of change in power relations". It consists of:
(1) 'Power within' which enables women to articulate their own aspirations and strategies for change; (2)'Power to', which enables women to develop the necessary skills and access the necessary resources to achieve their aspirations; (3) 'Power with', which enables women to examine and articulate their collective interests, to organize, to achieve them and to link with other women and men's organizations for change; and (4) 'Power over', to change the underlying inequalities in power and resources that constrain women's aspirations and their ability to achieve them. These power relations operate in different spheres of life like economic, social, political spheres and at different levels such as individual, household, community, market, institutional, etc.[23]

The notion of empowerment is inescapably bound up with the condition of disempowerment and it refers to the process by which those who have been denied the ability to make choices acquire such ability. There is a logical association between poverty and disempowerment because an insufficiency of the means for meeting one's basic needs often rules out the ability to exercise meaningful choice. The ability to exercise choice can be thought of in terms of three inter- related dimensions: Resources, Agency and Achievements. Resources define pre- conditions; which include not only material resources but also human and social resources which serve to enhance the ability to exercise choice. The second dimension of power relates to Agency- the ability to define one's goals and act upon them. Resources and agency together constitute what Sen refers to as capabilities: the potential that people have for living the lives they want, of achieving valued ways of 'being and doing' which are valued by people in a given context.[24] The third is Achievements: The well-being outcomes that women experience as a result of access to resources and agency.

Gender division in access to resources such as land, technology and education, or discrimination in wages paid to women and men, have an effect on women's capabilities. Policy makers should think about both the actuality of women's lives and the manner in

[18] Ibid.
[19] Ray, Bharati. 1994: *Detecting Disadvantages- A Pilot Study of Scheduled Caste Women in Two Districts of West Bengal*. University of Calcutta: Women's Studies Department.
[20] Sen, G and C. Grown. 1988: *Development, Crises and Alternative Visions*. London: Earthscan Publications.
[21] Beneria, Lourdes and Roldan, Martha. 1987: *The Crossroads of Class and Gender*. Chicago: The University of Chicago Press. p.7.
[22] Harriet B. Presser and Gita Sen (ed.). 2000: Women's Empowerment and Demographic Processes: Moving Beyond Cairo. Oxford: Oxford University Press. p. 24.
[23] Mayoux, L. 2000. Microfinance and the empowerment of women: A review of the key issues. Social *Finance Unit Working Paper*, 23, ILO, Geneva. (www.unrisd.org/engindex/publ/list/opb/opb3/opb3.htm)

which institutions and ideas (social, political, cultural, economic, and religious) locate them. Gender-transformative policies can grant women the resources which will allow them to take better control of their lives, to determine what kinds of gender relations they want to live with, and to devise strategies and alliances to help them get there[25]. An examination of women's roles, division of labour based on gender, decision-making and control over resources may help in avoiding slip-ups which may eventually cause a sabotage of the aims of the program.

The overall lower socio-economic position of the scheduled castes in general and Rajbanshis[26] in particular, made the framers of the Constitution, to realize that special attention is urgently required for their development. As a result, some specific provisions have been incorporated in the Constitution to provide social justice to the members of these castes through the policy of protective discrimination. The basic purpose of incorporating these developmental provisions was to change the traditional social structure of our society, which is based upon socio-economic and political inequalities. These special provisions have played an important role in improving the socio-economic conditions and achieving a respectful position to the members of the scheduled caste communities in the society. Rural development has been given top priority during the successive five year plans by the government of India. Various rural development programmes have been initiated from time to time for the upliftment of the rural poor. These programmes benefited the rural people and bring qualitative change in their lives, but not as desired or expected by the planners. This may be because of poor implementation of the various schemes, corruption and inadequate people's participation specifically of the beneficiaries in the process of development. The socio- economic development of the scheduled castes is a continuous process and the government is constantly making efforts to improve the lot of poor people. Distribution of surplus land to the members of the scheduled caste categories is one of the important steps towards their economic empowerment. The government has also initiated many programmes to improve the quality of life of the rural poor specially the scheduled castes by making special provisions for them.

One of the important programmes is the 'Sampoorna Grameen Rozgar Yojana' which was launched to safeguard the interest of the weaker sections and women by providing them wage employment. Under this scheme around 22.5 per cent of the annual allocations (first stream) have been earmarked for individual beneficiary schemes of SCs/STs. Similarly, a minimum of 50 per cent of the allocation has been earmarked to the village panchayat for creation of need based village infrastructure in SC/ST habitations under the second stream of SGRY. The Swarnjayanti Gram Swarozgar Yojana, another rural development scheme also aims at bringing poor families above the poverty line by providing them income generating assets through a mix of credit and subsidy. The SGSY has also made an explicit provision that 50 per cent of the swarozgaris assisted should be from SCs/STs. Under the SGSY scheme, around 1.10 lakh SHGs have been formed and a total of 4.56 lakh swarozgaris have been assisted during the year 2008-09 (up to August). Among the total swarozgaris assisted, 2.11 lakh were from SC/ST category and 2.78 lakh women swarozgaris, which constitute 46.29 and 60.96 per cent, respectively of the total swarozgaris (GoI, 2008-09)[27].The government of India recently enacted the National Rural Employment Guarantee Act (NREGA) in February 2006. This act for the first time guaranteed 100 days of manual labour to each poor rural household. Under this scheme in Gartali Jalpesh mouza 388 families were issued job cards, each card for a family. Henceforth, it is the only operational wage employment programme in the country and all other public wage programmes including Sampoorna Grameen Rozgar Yojana (SGRY) have been merged with it. It provides huge possibilities of making difference to the lives of 45 million rural households of the country over the period of two years of its existence.

In Rajbanshi society, women enjoy rights to make decisions regarding household foods and cooking materials, child education, and societal norms like attending any ceremonial activities, selecting gifts, participating in any political activities, taking part in Self Help Group etc. There are good numbers of female artisans in Chauhaddi mouza, like, biri binders. Though these women exercise some rights at the familial or societal level, they are mostly deprived from their parental heritance. In majority of the cases, they do not enjoy rights to spend household earnings. In case of their own earnings, they enjoy some freedom.[28] In case

[24] Bhattacharyya, Joysankar and Sarmila Banerjee. 2012: Women Empowerment as Multidimensional Capability Enhancement: An Application of Structural – Equation- Modelling. Occational Paper 36. Kolkata: IDSK. pp. 2- 3.

[25] Kabeer, N. 1998. 'Can't buy me love? Re-evaluating gender, credit and empowerment
in rural Bangladesh'. *IDS Discussion Paper* No. 363. Institute of Development Studies, Sussex.

[26] Rajbanshis are considered as Scheduled Castes under the Indian Constitution.

[27] Singh, Darshan. 2009: Development of Scheduled Castes in India- A Review. *Journal of Rural Development,* Vol. 28, No. 4, October - December. pp- 529- 542.

of wages, females are less paid than male laborer. Regarding discrimination in wage labour, my observation is slightly different. For instance, during the season of jute growing and processing, female laborer are hired at the rate of 100- 120 Rupees per day. For the same cause male laborers are paid 140- 150 Rupees per day. Thus, apparently it seems that the female agricultural laborers are paid less than their male counterparts. But my intensive field visits and observations reveal that the female laborers are unable to bear the heavy loaded bundles of jute from cultivation field to the place where they are supposed to be carried out and stored, where male co- operation becomes obvious and also on various other occasions when needed during the process. The situation is different when a male laborer is hired for the same work. They can carry out the whole thing without any help from others. Therefore, heavy goods bearing from field to other decided area is part of the same job which a female laborer cannot perform and male labor becomes mandatory. Thus, it has become obvious, that female laborers are paid less than their male counter parts (though these are some particular cases).

Through the light of education, gradually these Rajbanshi women like many other backward class women, having gained self confidence to a certain level, begun to realize their own rights at familial and societal levels.[29] They have become capable of giving required arguments (in family matters, at the party level regarding politics, etc).[30] Most of the female members of one of the study area, namely, Chauhaddi mouza, are active participants of Mahila Samity and are also involved with Self Help Groups. They are also active party workers and most of them have read till the middle school or secondary level.

In Gartali Jalpesh mouza, the female members are more educated and conscious about their rights. Here the economy is much better and educational attainment is also high. They actively participate in Self Help Groups and at the panchayat levels (local political bodies) they carry out party works very efficiently. They conduct meetings, take required decisions and give fruitful efforts to bring forward expected results. The mouza has good communication, the location of the primary, secondary and higher secondary schools are apt which has high attendance rate of students, and the village economy is far better than the Chauhaddi mouza. This results in better socio- economic conditions of the village people. Through Self Help Groups, the women of this mouzas have gained some sort of economic independence and mental stamina. I have met women who have learned to read and write only to become active members in SHG and panchayat activities. Thus, the implication of educational attainment is understandable, considering the family and social background they belong to. It is education and literacy which can turn life of individuals for betterment, regarding familial and social adjustment and management.

Though attainments in terms of health, education and earnings are crucial for a dignified life, the ability to take charge of one's own destiny requires something more than that. Emphasizing the significance of agency, Sen has argued: 'Persons must enter the moral counting by others not only as people whose well-being demands concern, but also as people whose responsible agency must be recognized'.[31] Though the women's movement has moved ahead from the initial 'welfarist' concerns about women's well- being to the question of women's agency. In such a framework, women are no longer seen as passive recipients of welfare- enhancing assistance, but are seen as active agents of change.[32] Although termed as 'decision making' in the social science literature, 'agency is about more than observable action; it also encompasses the meaning, motivation and purpose which individuals bring to their activity, their sense of agency, or 'the power within'.[33]

III. Conclusion

Gender relations in Rajbanshi community, within and outside the households, are generally perceived to be more equitable than in many other parts of the country.[34] In societies facing the challenges of modernization and possible integration into other dominant cultures (in this case caste Hindu Bengali culture), there is generally a strong emphasis on preserving a real or imagined 'pure', 'indigenous' culture. In such sharply polarized discourses on identity and culture women's rights and concerns are often relegated to the background.[35] Disintegration of traditional family systems of the SCs in general and Rajbanshi community in particular, formalization of indigenous cultural and religious practices, migrations from different parts of the country, education, mass

[28] I have discussed on this topic elaborately in Bhattacharyya, Moumita G. 2012: Mapping Disparity: Rajbanshi Women and Literacy' in *Global Journals of Human Social Sciences- E Linguistics and Education*, Vol. 12 (9) June.

[29] Bhattacharyya, Moumita G. 2012: Mapping Disparity: Rajbanshi Women and Literacy' **in Global Journals of Human Social Sciences- E Linguistics and education,** USA. CAMBDIDGE: Massachusetts. **Vol. 12 (9) June.**

[30] In one of the study areas, namely, Chauhaddi mouza, I met with the 'Pradhan' (female) of Jharaltagram gram panchayat. She has read up to the higher secondary level. She has a one year old boy child. She has to manage her party activities and familial duties with equal efficiency. It is on her part to balance both duties by paying equal attention.

[31] Sen, A. 1985: 'Well- being, agency and freedom'. *Journal of Philosophy*. Vol. 82 (4). p.204.

entertainment, media exposure and external cultural influences have been influencing gender relations in the areas under study.[36]

As far as gender differences in intra- family decision making is concerned, it is important to note that within the Rajbanshi community where women enjoy some control over decision making in the households, this participation is almost always enjoyed within well- defined and differentiated spheres of action and socially sanctioned parameters. Second, there has been a clear tendency towards imitation of the 'other' cultures, particularly among the better- off and educated groups (caste Hindu Bengalis) living in urban areas, in terms of moving closer to the male centered, patriarchal nuclear family system. Autonomy, which is viewed as the decision making power of a woman within the family, has been looked upon as one of the important factors which can influence the life of the woman herself as well as others (Safilios- Rothschild, 1983). Decision making in a family/ society is by and large affected by various factors to mention a few among others, the level of education, husband's education, occupation, the habitat, age, etc. As well as social setting, a woman's life cycle plays an important role in the dynamics of decision making and it is right that when a woman becomes older, she has more power and control over situations than when she was young (Cain et al. 1979; Das Gupta 1996). Jejebhoy (1995) argues that the degree of gender stratification in the society acts to condition the impact of other factors. In extreme patriarchal setting, where the seclusion of women or their withdrawal from outside activities is considered as high prestige, even better educated women may experience less decision making autonomy than uneducated women of less stratified setting. Dyson and Moore's (1983) observation also corroborates that in the less gender stratified society of south Indian women enjoy more autonomy than their counterparts of the north. There is a strong relationship between the benefits for education to women and the goals of empowerment. Education and empowerment can be linked through the psychological and behavioural changes and each component is expected to affect: increased sense of control, confidence, competence, changed behaviours, increased access to resources, and an ability to get around in modern society. They are also linked through larger societal effects on women's status and roles. Most often in developing countries, women are oppressed because they are illiterate and do not have access to knowledge capability. Attainment of knowledge competence plays an important role to promote the process of empowerment through a proper understanding of both the structures of power within families as well as citizens of a civil society.[37]

Women are hardly allowed to play any role in traditional institutions either, although in recent years, there have been some attempts to provide some space for them. However, after the introduction of the three- tier Panchayati Raj system along with 33 percent reservations for women. The level of participation of women at the Gram Parisad level, Anchal Samimti level and district or Zilla Parisad levels has risen.

The emergence of grassroots- level women's leadership may play a catalytic role in gradually eliminating gender bias in sharing of political power. However, even today at the grassroots level, the traditional village chief and the village councils play a crucial role in conflict resolution and administration of justice. In this transitional phase, as the 'traditional' community institutions and the formal institutions of grassroot democracy coexist and share an ambiguous common space of governance with vague and approximate boundaries, women's issues do not necessarily get adequate attention, even though their representation has been ensured through legislation.[38]

Feminist critique of development, starting from Boserup (1970, [2007]), have argued that the outcomes of economic development, far from being gender neutral, are embedded in existing and emerging gender relations. The initial misconception that women's subordination is primarily the result of their 'lack of participation in productive work' has gradually been replaced by a more contextual and nuanced understanding of the conditions under which women participate in, or are incorporated into, the economy (Beneria and Sen, 1981; Kabeer, 1994 [1998]; Rai, 2002)[39]. The nature of the development process, particularly in terms of its distributional outcomes, not only influences emerging gender relations but is also itself influenced by the nature and extent of gender inequality in the society. It is important to note that 'economic processes sometimes modify and sometimes reinforce pre- existing gender norms and unequal gender relations' (Beneria, Floro, Grown and

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[32] Sen, A. 1995: 'Agency and well- being: the development agenda'. In N. Heyzar, S. Kapoor & J. Sadler (Eds), *A Commitment to the World's Women*. Washington, DC: Unifem. p. 193.

[33] Kabeer, N. 1999: Resources, agency, achievements: Reflections on the measurement of Women's Empowerment. *Development and Change*. Vol. 30 (3). p. 348.

[34] Although, recent scholarship has cast doubts on such generalizations (Xaxa, 2004).

[35] Conversation with Dr. Deepak Kumar Roy availed me with the related informations.

[36] In my published paper Bhattacharyya, G. Moumita. 2011: 'Gender and Discrimination: The Case of the Rajbanshi Women'. *Voice of Dalit*. Vol. 4 (2). I have deliberately dealt with the issue.

[37] Bhattacharya, Joysankar and Sarmila Banerjee. 2012: *Women Empowerment as Multidimensional Capability Enhancement: An Application of Structural- Equation- Modelling*. Kolkata: Institute of Development Studies. pp. 6- 8.

McDonald, 2000)[40]. The rapid transformation of the agricultural economy to cash crop economy poses serious challenges before women, particularly because, on the one hand, there is an increasing attack on the 'traditional' egalitarian values and practices,[41] and on the other hand, economic transformation itself has generated gendered processes of exclusion and impoverishment.

The various dimensions of gender equality are not only interconnected, but impediments to any of them impede other dimensions as well (Nussbaum, 2000)[42]. While spread of education and exposure to mass media has helped women to expand their capabilities, unequal opportunities and subtle discriminations tend to limit the scope for gender equality. The predominance of the politics of ethnicity and identity over a period of time has generated a political discourse where questions of gender equality are generally seen as undermining the legitimacy of community institutions, collective solidarity and identity. As the interest of the local Rajbanshi elites is significantly anchored in the politics of identity, questions regarding intra- community distribution of assets, income and opportunities have been pushed to the back. In this transition to capitalism, the 'traditional/old/indigenous' institutions are not simply being replaced by 'modern/ new/ alien' institutions; institutional diversity, adaptability and hybridity provide the broader context in which traditional identities are being reworked, adapted and selectively appropriated in response to the emerging challenges and opportunities.[43] As Harriss- White et al. (2009)[44] have argued, this has also provided the context for the emergence of an ethnicized discourse of development and governance.

Education is considered a significant medium for human resource development; therefore the need for qualitative education starting with elementary education up to higher level can serve as sound base for up gradation and empowerment of these people in general and women in particular. It is only in the recent past that the learned persons of the Rajbanshi society has realized the importance, necessity and relevance of girls' education in particular and over all progress of education in general. It is education and only education which can develop a person's personality, make him/her socially adjustable, financially sound, and useful for the society- an all round development. A major portion of the Rajbanshi women are active members in Self Help Groups (SHGs)[45], which is a project under government sponsored Swarnajayanti Gram Swarozgar Yojana (SGSY)[46]. This has encouraged women to take decisions inside out the households, handle micro credits, work in groups and enhance their self esteem. A literate mother will always try and make sure that her children, especially the girl child gets educated. Though there are various socio- economic factors influencing simultaneously, it is only through education that ignorance can be destroyed and sincere awareness may be obtained. Finally, the probability of a literate woman to have more autonomy than an illiterate woman, is a convincing fact irrespective of any social setting.

[38] Mishra, D., Upadhyay, Vandana. 2012: The Difficult Transition: Economic Development and Gender Relations in Arunachal Pradesh. Indian Journal of Gender Studies. Vol 19 (1). pp. 93- 126.

[39] Beneria, L., & Sen, G. 1981: 'Accumulation, reproduction and women's role in economic development: Boserup revisited.' *Signs*. Vol. 7 (2). pp. 279- 298. Kabeer, N. 1994[1998]. *Reversed realities: Gendered hierarchies in development thought*. London and New Delhi: Verso and Kali for Women. Rai, S. M. 2002: Gender and the Political Economy of Development. Cambridge: Polity press.

[40] Beneria, L., Floro, M., Grown, C., & MacDonald, M. 2000: 'Globalization and Gender' in *Feminist Ecomics.* Vol 6(3), pp. 7- 18.

[41] To what extent traditional values, institutions and practices are egalitarian or gender neutral is itself a contested question (Elwin, 1957[1999]); Furer- Haimendrof, 1939, p. 101).

[42] Mishra, D., Upadhyay, Vandana. 2012: The Difficult Transition: Economic Development and Gender Relations in Arunachal Pradesh. Indian Journal of Gender Studies. Vol 19 (1). pp. 93- 126.

[43] Ibid.

[44] Harriss- White, B., Mishra, D. K., & Upadhyaya, V. 2009: 'Institutional diversity and capitalist transition: The political economy of agrarian change in Arunachal Pradesh, India'. *Journal of Agrarian Change*. Vol 9(4). pp. 512- 547.

[45] SHG: It is a voluntary association of 10- 15 members predominantly from the same socio- economic background. Initially each member has to contribute an amount to their respective group corpus regularly. After at least six months from the formation of the group, each SHG has to appear in a gradation test. After passing the test, the group becomes eligible for the revolving fund.

[46] SGSY: It is a government- sponsored micro- finance programme, is perhaps the largest of its kind in the world. The scheme aims at the formation of a large number of microenterprices in rural areas through the intervention of Gram Panchayats by establishing a large number of Self help groups (SHGs).

Table 4 : Decision Making Right of the Female Population of Chauhaddi Mouza and Gartali Jalpesh Mouza.

Descision making right of Female	Chauhaddi Mouza	Gartali Jalpesh Mouza
*Yes	60	70
*No	36	4
*Partial	350	254
Total	446	328

Source: Field Survey, 2009- 2010.
Total number of female heads interviewed during the study
Chauhaddi Mouza- 446
Gartali Jalpesh Mouza- 328
*Yes- Regarding quantity and quality of cooking, clothing, children's education and educational requirements, etc.
*No- Property, business, commodities, etc.
*Partial- Children's marriage, food, household income spending, own earning spending (if any), etc.

Table 5 : Rights to Buy and Sell Property of the Female Population of Chauhaddi Mouza and Gartali Jalpesh Mouza.

Rights to Buy and Sell Property of Female	Chauhaddi Mouza	Gartali Jalpesh Mouza
Yes	22	10
No	421	318
Partial	3	0
Total	446	328

Source: Field Survey, 2009- 2010.
Total number of female heads interviewed during the study
Chauhaddi Mouza- 446
Gartali Jalpesh Mouza- 328

Table 6 : Rights to Family Heritance of the Female Heads of Chauhaddi Mouza and Gartali Jalpesh Mouza.

Family Heritance	Chauhaddi Mouza	Gartali Jalpesh Mouza
Yes	4	8
No	440	320
Partial	2	0
Total	446	328

Source: Field Survey, 2009- 2010.
Total number of female heads interviewed during the study
Chauhaddi Mouza- 446
Gartali Jalpesh Mouza- 328

Table 7 : Rights to Spend Household Income of the Female Heads of Chauhaddi Mouza and Gartali Jalpesh Mouza.

HH income spend		
	Chauhaddi Mouza	Gartali Jalpesh Mouza
Yes	84	100
No	359	228
Partial	3	0
Total	446	328

Source: Field Survey, 2009- 2010.
Total number of female heads interviewed during the study
Chauhaddi Mouza- 446
Gartali Jalpesh Mouza- 328

Table 8 : Rights to Spend Own Earning of theFemale Heads of Chauhaddi Mouza and Gartali Jalpesh Mouza.

Own earning spend		
	Chauhaddi Mouza	Gartali Jalpesh Mouza
Full independence	133	100
No	11	20
Total Population who earns	144	120
Total Female Heads	446	328

Source: Field Survey, 2009- 2010.
Total number of female heads interviewed during the study
Chauhaddi Mouza- 446
Gartali Jalpesh Mouza- 328

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Abbreviations

NGOs	Non- governmental organizations, also known as voluntary Organizations
GAD	Gender and Development approach
GEM	Gender Empowerment Measure
IAY	Indira Awaas Yojana
NREGA Act	National Rural Employment Guarantee
SGSY	Swarnjayanti Gram Swarojgar Yojana
SGRY	Sampoorna Grameen Rozgar Yojana
SHGs	Self Help Groups
SC	Scheduled Caste
ST	Scheduled Tribe
UNDP Programme	United Nations Development
WID	Women In Development
WAD	Women and Development

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Teaching of Social Sciences in Higher Education the Influence of Family Political Discussion on Youth Civic Development

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Abstract - Factual study of social sciences and particular discipline like political science is a need of the time. Social science teaching can achieve this by promoting students ability to take initiative to positive critical reflection on social issues that have a bearing on the creative coexistence between individual good and collective good. Greeks argued that personal virtue required knowledge of and participation in the life of the polis. This is an attempt to discuss the matter of facts with of political science. The findings that family political discussion is broadly linked to youth civic development conforms to cognitive developmental theory, which argues that young persons construct meaning and knowledge about the political world through social interaction in this Instance with their parents. This discussion projects the influence of parent's discussion with any youth which produced the civic development as well development of any nation in particular and the world order in general.

Keywords : Social Sciences, Interdisciplinary Approach. Interdisciplinary Research or Recombination of Fragments of Sciences, Specialisation and Fragmentation. Specialisation into Hybridisation, Important Parent Quality, Civic Roots, Family Political Discussion.

GJHSS-E Classification: FOR Code: 130103

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Strictly as per the compliance and regulations of:

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I. Introductory Background

The social sciences encompass diverse concerns of society and include a wide range of content drawn from the disciplines of history, geography, political science, economics, and sociology. The selection and organization of approaches of social sciences particularly political science should convert into a meaningful discipline. It is important to reinstate the significance of the social sciences by not only highlighting its increasing relevance for a job in the rapidly expanding service sector, but by pointing to its indispensability in laying the foundations for an analytical and creative mind set. Social sciences carry a normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc. thus social science teaching basically should be aimed at investing in a student a moral and mental energy so as to provide them with the ability to think independently and deal with the social forces that threaten these values, without losing their individuality.

Social science teaching can achieve this by promoting students ability to take initiative to positive critical reflection on social issues that have a bearing on the creative coexistence between individual good and collective good. A Draft National Curriculum Framework, Review (2005, 158, 162. NCERT) As a student of political science this is priority to reinstate the subject it in teaching and learning resources? By teachers and parents.

The discipline of political science is "ill-defined, amorphous and heterogeneous". With these diagnosis editors Fred I. Greenstein and Nelson W. Polsby of the first Handbook of Political Science (1975: 1). The relations between political science and the other social sciences are in reality relations between sectors of different disciplines, and not between whole disciplines. It is not an "interdisciplinary" endeavour. Since there is no progress without specialisation, the creative interchanges occur between specialised subfields, most of the time at the margins of the formal disciplines. The current advancement of the social sciences can be explained in large part by the hybridisation of segments of sciences. It would be impossible to conceive of a history of political science and of its current trends without reference to the other social sciences.

II. Interdisciplinary Research or Recombination of Fragments of Sciences?

Some scholars praise "interdisciplinarity". Such a recommendation often comes from the most creative scientists because they are the first to see the problems caused by gaps between disciplines. But this recommendation is not realistic. At the present time, it is no longer possible for anyone to have a thorough knowledge of more than one discipline. It is utopian to want to master two or more whole disciplines. Given that it implies the ability to be familiar with and combine entire disciplines, the idea of interdisciplinary research is illusory. Because it is so difficult for a single scholar to be truly multidisciplinary, some methodologists are led to advocate teamwork. This is what is proposed by Pierre de Bie in the monumental work published by

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UNESCO (1970). Teamwork is productive in the big science laboratories, but where the social sciences are concerned it is difficult to achieve in practice. The only examples of successful teamwork concern data production or collection, and very seldom interpretation or synthesis - with the exception of archaeology. The multidisciplinary approach is illusory because it advocates the slicing up of reality. Some researchers precede piecemeal, with philological, anthropological, historical, ethnological, psychological and sociological approaches. This alternation of approaches, that almost never allows disciplines to meet, results at best in a useful parallelism, but not in a synthesis. In fact, research enlisting several disciplines involves a combination of segments of disciplines, of specialties and not whole disciplines. The fruitful point of contact is established between sectors, and not along disciplinary boundaries. Considering the current trends in the social sciences, the word "interdisciplinarity" appears inadequate. It carries a hint of superficiality and dilettantism, and consequently should be avoided and replaced by hybridisation of fragments of sciences.

III. Specialisation and Fragmentation

In Cartesian thought, analysis means breaking things into parts. All sciences from astronomy to zoology have made progress, from the sixteenth century on, by internal differentiation and cross-stimulation among emergent specialties. Each specialty developed a patrimony of knowledge as its understanding of the world advanced. With the growth of these patrimonies specialisation became less a choice and more a necessity. Increasingly focused specialisation has led to the creation of sub disciplines, many of which have gone on to become autonomous. There are in the literature dozens of lamentations and jeremiads about the fragmentation of political science. "Today there is no longer a single, dominant point of view… the discipline is fragmented in its methodological conception… students are no longer certain what politics is all about" (Easton and Schelling 1991: 49). In the Nordic countries, "political science showed tendencies to disintegrate into subfields, but these were still subfields of political science. However, the disintegration has continued and has lately taken on different forms which renounce the identity of political science" (Anckar 1987: 72).

In reality, fragmentation results from specialisation. The division of the discipline into subfields tends to be institutionalised, as can be seen in the organisation of large departments of political science in many American and European universities.

A good indication of the fragmentation of the discipline is the increasing number of specialised journals. In the last twelve years one hundred specialised journals in English relevant to political science have been launched. Most of these journals cross the borders of two or three disciplines, and many of them are located in Europe. Some others new hybrid journals have appeared in French and in German. European unification has had an impact on the development of cross-national journals focusing on special fields. Increasing specialisation may have consequences for the role of national professional associations and of the general journals. "As political scientists have become more specialised, some members (of APSA) have concluded that their interests are better served by other organisations. A comparative government area specialist, for instance, may find that he/she has more in common with economists, sociologists and anthropologists working in the same area than with other political scientists. This may also decrease the value of the American Political Science Review… Specialisation has devalued the reasons for joining APSA" (Lynn 1983: 114-115). The same phenomenon can be observed in Europe. The national professional associations are losing ground in favour of cross-national organisations that represent topical specialisations across disciplines.

IV. Specialisation into Hybridisation

It is necessary to stress both parts of the process: fragmentation into special fields and specialisation by hybridisation. It is the interaction of these two processes, and not each one in isolation, that has led to the remarkable advance of the natural as well as the social sciences. The continuous restructuring of political science, like that of the other social sciences, has been the result of these two contending processes. However, both fragmentation - and its correlate - hybridisation have developed much more recently in political science than elsewhere. In the far past, hybrid fields were the result of gaps between full disciplines. Today the gaps appear between specialised subfields among neighbouring sub disciplines. As a result, in the last few decades the fragmentation of disciplines into specialised subfields has led to the development of hybrid specialties.

The hybrid specialties do not necessarily stand midway between two Sovereign disciplines. They may be enclaves of a section of political science into a sector of another discipline. They combine two delimited domains, not entire disciplines. These domains do not need to be adjacent.

Hybridisation appears in the list of research committees sponsored by the International Political Science Association. Among the forty recognised groups in 1995 a majority are related to specialties of others disciplines, and are therefore hybrid: Political Sociology, Political Philosophy, Political Geography, Psycho politics, Religion and Politics, Political and Social Elites, Armed Forces and Politics, Political Alienation, Politics and Ethnicity, Political Education, International Political Economy, International Economic Order, Comparative Judicial Studies, Biology and Politics, Business and Politics, Science and Politics, Socio-political Pluralism, Health Policy, Sex Roles and Politics, Global Environmental Change, Conceptual and Terminological Analysis, etc. Each of these groups is in contact with specialists belonging formally to other disciplines.

Sociometric studies show that many specialists are more in touch with colleagues who belong officially to other disciplines than with colleagues in their own discipline. The "invisible college" described by Robert Merton, Diana Crane and other sociologists of science is an eminently interdisciplinary institution because it ensures communication not only from one university to another and across all national borders, but also and above all between specialists attached administratively to different disciplines. The networks of cross-disciplinary influence are such that they are obliterating the old classification of the social sciences.1 (note)

Political science is in one sense an ancient discipline and in another sense one the most recently developed social sciences. The origin of the study of politics reach back to the beginnings of human society for men has always made observations about the nature of their government the personalities of their leaders and the consequences of their government's actions. Indeed the Greeks argued that personal virtue required knowledge of and participation in the life of the polis.

It is also true however that political science as it is taught today is a very new discipline one that has been developed primarily in the United States the past fifty years. During this period scholars have attempted to move from observations about politics to scientific observations about politics. This movement has been marked by a widespread effort to collect data about politics and governments utilising relatively new techniques developed by all the social sciences. Its goal has been to describe and explain political phenomena with greater accuracy. In short political sciences today is constantly seeking to make itself rigorous in its standards of scholarship more demanding in its standards of proof and less ethnocentric in its perspective of world politics. (Modified from apsa 1985)

Grounded firmly in the liberal arts tradition the political science program informs students about the place of politics in an ever-changing world. Student's exposure to the purposes organisation and operation of domestic and international political systems will translate into better informed citizens and consumers of political information.

"Evidence suggesting that might influence civic roots in adolescence may be crucial to the long term development of citizenship". 2 (note) (As early as the 1920s, Mannheim, 1952. In the 1960s, Erikson, 1968. Beane et al. 1981; Hanks and Eckland 1978 Ladewing and Thomas 1987; Otto 1976; Verba et al. 1995; for a review, see Youniss, McLellan, and Yates 1997). Has stimulated research into factors that might influence civic development during this time. One interesting finding to emerge from that exploration is the apparent importance of discussion to the development of civic competence. Adolescence and students in higher education who discuss politics and current events with parents, peers, or teachers tend to score higher than other youth 3 (note) on measures of civic behaviours, attitudes, and skills. They develop higher levels of political knowledge, show greater intention to vote in the future, and do better on a range of civic outcomes from petitioning and boycotting to raising money for charities and participating in community meetings. (Torney-Purta 1992; 1995; Haste and Torney-Purta 1992). And a body of literature which employs scientific standards to identify the best methods for presenting various kinds of knowledge to students / wards (Leonard J. Fein 1969: Teaching Political Science, 303). (PS, Vol. 2, No. 3 (Summer, 1969), pp. 303-307). The effects of such discussions may be particularly beneficial for youth when the discussion involve their parents.

V. Important Parent Qualities

Results from the initial regressions support earlier findings that youth-parent political discussion has a strong and broad influence on a range of youth civic outcomes. Family political discussion weakly to strongly predicts all four of the outcome variables and is the strongest parental predictor for all but one of them. Youth who discuss politics more, versus less, frequently with their parents report higher levels of national news monitoring, political knowledge, public communication skill, and community service. The findings also indicate that youth-parent political discussion may be particularly important for youth news monitoring. For this outcome, the effect size of this youth-parent discussion variable is three times larger than any other parent or youth predictor. (PS Political Science & Politics; Vol. XL, July 2007).

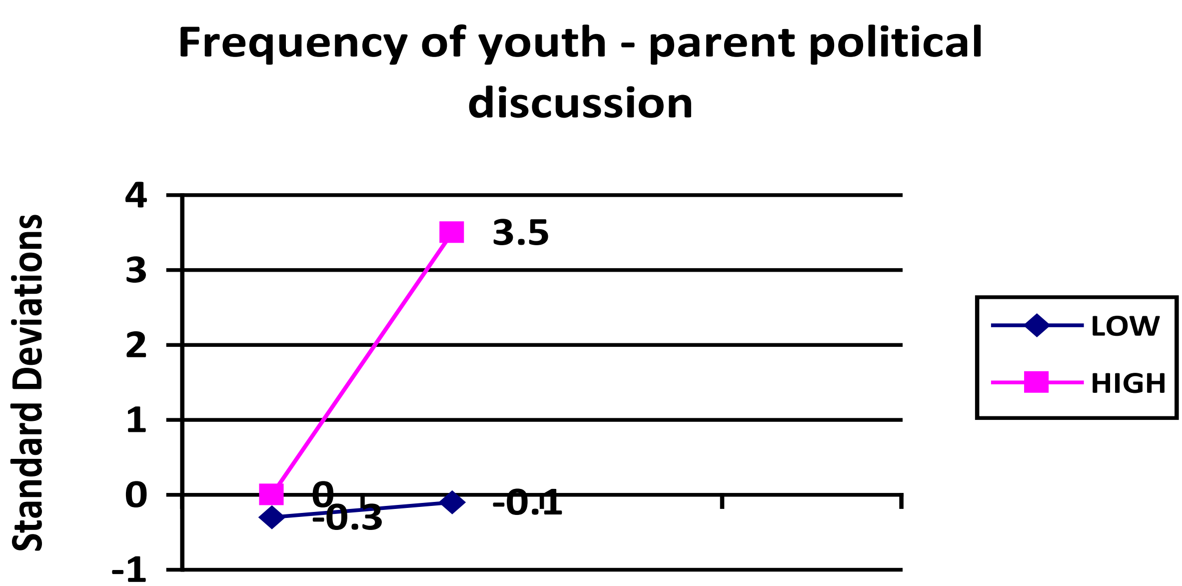
The findings that family political discussion is broadly linked to youth civic development conforms to cognitive developmental theory, which argues that young persons construct meaning and knowledge about the political world through social interaction in this Instance with their parents. (Andolina, Molly W., Krista Jenkins, Cliffzukin and Scott Keeter, 2003).

(Verba, Schlozman and Brady (1995), for instance demonstrated that individuals who grow up in homes where they discussed current events with their parents and saw their parents participating in civic activities become on average more involved in political activities in adulthood than do other persons. (Lake Snell Perry and Associates (2002) found in a study of young persons (age 15-25 years) that having parents who discussed politics with them during adolescence was the strongest parent-related predictor of several important civic measures including volunteering (33% versus 22% among other young persons) and registering to vote (75% versus 57% among other young persons age 18-24). In addition, Andolina et al, (2003) reported that young persons (age 18-25 years) who grew up in families where they regularly heard political discussion voted, volunteered and were otherwise civically involved at higher rates that youth who did not experience this type of home environment.

These finding raise an interesting question: Which qualities if any make some parents more effective than others at discussing current events in ways that lead to better civic outcomes for their adolescent children? Do the personal characteristics parents bring to these discussions matter? Or is the act of discussion by itself the key element underlying the positive connection between family political discussion and civic out comes in youth?

Research with high school students indicates that having some prior knowledge about the issue of interest is necessary to have high-quality discussions about current events in social studies classes (Hess 2004). In extending this logic to the family they asked whether youth-parent discussion of current events may be more effective at enhancing youth civic development then parents have higher versus lower levels of knowledge about politics and government. However researchers also report that the act of discussion creates new knowledge which can promote the decision-making that leads to civic action (Barber 2003). Thus it may be that the act of discussion is the more important link in the chain of events connecting family political discussion to youth civic development.

The parent study explores these issues by taking advantage of the rich citizenship data gathered from adolescents and their parents by the U.S. Department of Education's National Household Education Survey (NHES) in 1996. 4 (note) In addition to background school community and civic-skill measures of adolescents the NHES data set includes similar item for parents as well as measures of parent's civic behaviour such as voting, doing community service and participating in community organisations (Collins et al. 1997).



Low parent political knowledge
High parent political knowledge

There is a widespread belief that social science merely transmits information and is too centered on the text, which requires being memorised for examinations. The content of the syllabus/books is considered to be unconnected to daily realities even though it is supposed to be constituted very much by the world in which we live. In addition to this, social science is viewed as providing unnecessary details about the past. It also felt that the examination paper rewards the memorisation of these superfluous 'facts' with the students conceptual understanding being largely ignored but on the ground of above study of political science we can make a spectrum about the factual realities of discipline in social sciences.

VI. Conclusion

Different disciplines may proceed from different foci to examine the same phenomenon. This implies a division of territories between disciplines. Innovation in the various sectors of political science depends largely of exchanges with other fields belonging to other disciplines. At the highest levels of the pyramid of political science, most researchers belong to a hybrid sub discipline: political sociology, political economy, political psychology, political philosophy, political geography, public administration, area studies and so on. Alternatively, they may belong to a hybrid field or subfield: mass behaviour (related to social psychology), elite recruitment (related to sociology and history), urban politics (related to social geography), welfare states (related to social economy and social history), values (related to philosophy, ethics, and social psychology), governmental capabilities (related to law and economics), poverty in tropical countries (related to agronomy, climatology and economic geography), development (related to all social sciences and to several natural sciences).

There is probably as much communication with outsiders as between internal subfields. The political psychologist, for instance, who studies protest movements and alienation interacts only a little with the colleague who uses game theory to study the same topic. He may find intellectual common ground with the social historian who studies the phenomenon in previous times, or with the sociologist who studies the impact of unemployment or immigration on violence and deligitimation in some European countries. All major issues are crossing the formal borders of disciplines: breakdown of Democracy, anarchy, war and peace, generational change, the nexus freedomequality, individualism in advanced societies, fundamentalism in traditional societies, ruling class, and public opinion.

The number of "general" political scientists is rapidly decreasing. Everyone tends to specialise in one or several domains. When two political scientists meet for the first time, the spontaneous question they ask each other is: "What is your field?" This is true also for other disciplines. At congresses, scholars meet according to specialities. Congresses that bring together crowds of people who have little in common consume a lot of energy which could be better invested in the organisation of meetings by fields bringing together specialists from various disciplines.

Suppose it were possible to select from all political scientists in the various countries the four or five thousands scholars who are doing the most creative research, those who advance knowledge, the most renowned of them. Suppose further that we accept, from this upper-stratum of eminence, the scholars who specialise in the study of constitutional matters and the governmental process of their own country, some of whom are famous in their own field. After making this double delimitation, we would discover that among this body of scholars, the majority are not "pure" political scientists. They are specialists of a research domain which is not exclusively political.

Those who shut themselves within the traditional frontiers of political science are narrowing their perspective and reducing their chances to innovate - except in constitutional matters and the organisation of the state apparatus.

Political science lives in symbiosis with the other social sciences, and will continue to be a creative science only if remains extrovert. In fact, this science has no choice, because it is genetically programmed to generate grandchildren who will talk different tongues and who will sit, as Almond says, "at distant tables". These tables are distant because they are placed at the interstices of disciplines in the enormous hinterland of political science.

In earlier time in the United States, political science "had no distinctive methodology. It had no clearly-defined subject matter that could not be encompassed within one or more of its sister disciplines. Its various parts could have survived simply as political history, political sociology, political geography, political philosophy, and political psychology - subfields in the other disciplines. Other parts could have remained constitutional law, public law and international law. Indeed, they have done so. Each of the other social science disciplines claims a piece of political science" (Andrews 1988: 2).

The interdisciplinarity can be adopted to study the disciplines individually, since from five decades social scientists have been debating how and to what extent parents influence the civic development of their children. The results presented here suggest that parents who take the time to talk with their wards about the public affairs of the day can have a positive influence on the civic development of those youth even the discipline.

Notes

1. As early as the 1920s, Mannheim (1952) suggested that around the age of 17 years individuals enter a crucial period of experimentation that leads to the creation of a new political generation. In the 1960s, Erikson 91968) describe adolescence as the time when individuals develop an identity that helps guide their interactions with society later in life. Such ideas about a critical period for the development of civic roots are supported by research showing, for example, that involvement in organised youth activities during adolescence leads to participations in religious, community and political organisation in adulthood 9Beane et al. 1981; Hanks and Eckland 1978; Ladewing and Thomas 1987; Otto 1976; Verba et al. 1995; for a review, see Youniss, McLellan and Yates 1997).
2. The term "youth" in this study is used interchangeably with "adolescence", which occurs during approximately the second decade of life (age 11-20 years).
3. NHES is a random digit-dial computer assisted telephone survey. NHES (National Household Education Surveys) of 1991, 1993, 1995, 1996 and 1999.

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4. The content of Swedish political science research before 1945 dominated by three main currents: each of these currents was oriented toward another academic discipline: constitutional law, history, philosophy (O. Ruin 1982: 299).

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Investigating Using Portfolio Assessment and Learning English Language in Qom Secondary Schools

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Abstract - This research was an attempt to investigate the influence of using portfolio assessment on students' Learning English language in Qom Secondary Schools. The study participants were students of two intact English classes (N=68). The study used a pre-test post-test non-equivalent groups design with two groups. The methodological procedure adopted was to have the experimental group use the portfolio, with the control group using conventional assessment. The independent t-test computed between the means of the two groups signified that there was a statistically significant difference between the performances of the two groups on the achievement posttest. Moreover, a selfreporting questionnaire was employed after the treatment. The experimental results revealed that the use of the portfolio had significant positive influence on students' language. However, the effect of peer-assessment performance was not significant.

Keyterms : *Portfolio assessment, Conventional assessment, Peer assessment.*

GJHSS-E Classification: *FOR Code: 160103, 160101*

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Strictly as per the compliance and regulations of:

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Yarmorad Javanmard [α] & Hossein Farahani [σ]

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I. Introduction

Basically portfolio is defined as a purposeful collection of any aspect of the student's work which is kept in a file folder, box, or any durable and expandable container that tells the student's improvement, progress, and achievement. Portfolio can also show the student's abilities, contributions, and activities to him/herself or parents. In recent years, the use of portfolio has been developed as an important and useful tool in teaching and testing English as a foreign language.

In many disciplines, portfolios help learning by providing portraits of students, offering multidimensional perspectives, encouraging students to participate, and linking to teaching (O' Malley & Valdez Pierce, 1996; Genesee & Upshur, 1996). In terms of foreign language learning and teaching, they are an alternative assessment tool used to both offer opportunities for absorbing language authentically and actively, and for evaluating student progress.

Classrooms are social settings; teaching and learning occur through social interaction between teachers and students. As teaching and learning take place, they are complicated processes and are affected by peer-group relationships. The interactions and relationships between teachers and students, and among students, as they work side by side, constitute the group processes of the classroom.

The problem of conventional teaching and assessment in our schools is hurting students and decreasing their personal motivation to learn and also conventional assessment causes different kinds of problems like: to study just the night before and bubble in the answer in exam day, full of stress and pressure, memorization and rote learning, etc. These methods became old and out-dated, so we need some new and up-dated methods in both teaching and testing. Nowadays not only portfolio assessment catches its own way but also it steps more than that and E-portfolio is going to be replaced.

Portfolio is used as an alternative assessment in Iran. This is done differently in Iranian schools. Some students have portfolios, but they are not controlled and checked very carefully by the teachers while some teachers do it very carefully and beautifully. They use it as a bridge with the parents and it can increase the interaction between the students and the teacher and also teachers and parents. Portfolio assessment catches a way in Iranian educational system.

In Iranian schools most of the assessments are traditional. The students memorize something the night before and bubble in the answer in the exam day. There is no need to think, search, and find something new. Just memorization will work. There is a lot of stress and pressure on students when taking the exam. The atmosphere of the classroom is also rigid and the teacher and students cannot talk about students' problems that much. The conventional methods of assessment mostly cannot involve the students in the process of learning, teaching, and assessment because there is no direct or indirect connection between them. The students are taught and then left in isolation. Hence the best alternative can be portfolio assessment. Portfolio assessment gives the students more autonomy and makes them more assertive and independent thinkers. When students cannot do freely in the exam and are limited, teaching and testing can be under question. In portfolio assessment, grades are not as

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important as in conventional assessment. What is important is that both teachers and students get involved in teaching and learning for a long time. A portfolio can be a bridge between students and the teacher and between teacher and the parents.

While conventional assessment cannot actively involve the students in the process of assessment, an important dimension of portfolio assessment is that it should actively involve the students in the process of assessment. Portfolios are a great mode of assessment for the classroom. They can create autonomous learners and make the students independent. This study investigates how using portfolio assessment can improve English in Qom Secondary Schools, how it can change a passive class to an active one, and how it can create autonomous and independent learners.

Numerous studies have been carried out on the effects of portfolio assessment on students' English learning (Van Olphen, 2007; Song and August, 2002; Birjandi, et al., 2000; Moya and O'Malley, 1994; Mandell and Michelson, 1990).

Traditionally, portfolios have been employed as a way to develop and assess the professionalism of pre - service teachers (Van Olphen, 2007). They also take on the role as the assessment device in myriad educational settings. In the literature, many empirical studies have been undertaken to investigate the benefits of employing portfolios as the major or ancillary assessment tool in second/foreign language classrooms. Song and August (2002) found that a carefully structured portfolio assessment could serve as a better tool to identify ESL students that would succeed in subsequent courses than could standardize tests. They also reported that portfolios encouraged EFL students to take ownership over their own learning and to engage in active reflection on the learning process, thus creating an environment favorable for the development of learner autonomy. Furthermore, this alternative assessment tool was also greeted with overwhelmingly positive responses from both ESL and EFL students alike. Moya and O' Malley (1994) claim that portfolios can be used as a systematic assessment tool in instructional planning and student evaluation. Matching assessment to teaching and supplying a profile of students' learning and growth in multiple domains or skills, portfolios are thus recommended as an alternative to standardized testing.

These studies in general hypothesized that portfolio assessment would enable FL learners to learn better and more. In portfolio assessment, students actually learn something about writing and the grades are no longer an obstacle. The students learn how to evaluate themselves. Self-evaluation is an important factor in portfolio assessment. Birjandi, Bagheridoust, and Mossalanejad (2000) assert that portfolio assessment breaks most of the conventional rules for good testing practice.

II. Origins of the Portfolio Concept

Portfolio is not a new concept in the educational literature. It goes back to hundred years ago. Traditionally, portfolios have been employed as a way to develop and assess the professionalism of pre - service teachers (Van Olphen, 2007). Gradually, they also took on the role as the assessment device in myriad educational settings, Song and August (2002). In the literature, many empirical studies have been undertaken to investigate the benefits of employing portfolios as the major or ancillary assessment tool in second/foreign language classrooms. Song and August (2002) found that a carefully structured portfolio assessment could serve as a better tool to identify ESL students that would succeed in subsequent courses than could standardized tests. Barootchi and Keshavarz (2002) and Nunes (2004) reported that portfolios encouraged EFL students to take ownership over their own learning and to engage in active reflection on the learning process, thus creating an environment favorable for the development of learner autonomy. Furthermore, this alternative assessment tool was also greeted with overwhelmingly positive responses from both ESL and EFL students alike.

III. Different Types of Portfolios

There are different types of portfolios suggested by different teachers and experts based on their experience with using portfolio assessment. Portfolios are often divided into four types according to Mandell and Michelson (1990):

- Showcase: Student only puts his best work or his best product in for each objective
- Cumulative: Student places all work or all products relevant to each objective into the file
- Process—Student places pre/post-samples of work for each objective into the file
- Each type of portfolio should include all of the essential components of a portfolio listed above.

Crockette (1998) asserts that portfolio can be divided into five parts:

- Found samples, which refer to pieces done to fulfill class assignment
- Processed samples, or the students' analyses and self-assessment of a work previously graded by the teacher
- Revisions or samples of student work that have been graded and then revised, edited, and rewritten
- Reflections, which are related to the processed samples but are applied to the portfolio as a whole, providing a chance for students to think about who they are, what strengths and weaknesses are

- Portfolio projects, which cover work designed for the sole purpose of inclusion in student portfolios.

Portfolio should include the contents mentioned above as well as other items considered relevant to its specific purpose.

Why is Portfolio Used?

There are various reasons why portfolios are used. One of the major reasons is that teachers want to be far from the old methods of testing. They are not eager to apply pencil-and-paper method because in this method students' true ability cannot be measured and also it is very stressful and limited to the night of exam. On the one hand, students have been using notebooks or related workbooks for many years, on the other hand they can't show their true abilities when they are tested in the form of pencil-and paper test. Hence, they need something new, tolerable, effective and useful, so portfolio can be the best choice. The main feature of portfolio is in the assessment of students' achievement. Portfolio assessment can engage students actively, foster student – teacher communication and student – student communication, enhance understanding of the educational process among parents and in the society, provide goals for students' efforts and offer an alternative to traditional test (pencil and paper) for students with special needs. Portfolio evaluation can encourage both teachers and students to concentrate on texts and not on grades. It can provide opportunities for students to view his/her progress, to control his/her own learning and to be agents of reflection and decision making.

The epistemology of portfolio assessment is student – centered communicative approaches in the classroom. The new methods of teaching and testing are not congruent with the traditional classroom situations where there are only pencil and papers to measure the learners' ability. When teaching methods are changing very fast, so testing methods should be changed faster. Students' true abilities cannot be measured by pencil and paper. Hence some other varieties are needed; one of them is portfolio assessment. When learners' abilities are measured longitudinally they have enough time to think, to select, to do different things and there is no pressure on them. When teaching and assessment are going to get a common set of goals, assessment can make sense and can be used for teaching. Truly good assessment is a focal point of good instruction. Both teaching and testing need to reflect goals for students; assessment measures important classroom objectives. It supports and illustrates instructional improvement. Portfolio assessment can enhance the learners' opportunities to do more and be responsible not only in the classroom but in the society.

In order to investigate the effect of using portfolio assessment on Iranian English Learning, the following research questions were proposed:

1. Is there an effective relationship between using Portfolio assessment and learning English Language in Qom Secondary Schools?
2. Can Portfolio Assessment improve the students' English Language?

IV. Method

a) *Participants*

The participants selected for this study were chosen from students of EFL who enrolled in the third year of secondary school in Qom (Niroogah region).Two available classes were chosen. Participants were 68 male students attending two separate classes in one school. To carry out the experiment, one class was randomly assigned to serve as a control group (34 students), while the other as an experimental group (34 students).

The socio economic background of the chosen school population ranges from upper middle class to lower class families. All participants are Persian speaking students learning English as a foreign language. They have been studying English language for two years. The students were between the ages of 13 and 15 years old.

b) *Instrumentation*

To know whether the experimental and control groups are identical and homogenous before conducting the study, a proficiency test was used which consisted of four sections: vocabulary, grammar, spelling, and reading comprehension. The test reliability was computed through Spearman-Brown prophecy formula ($r = 0.80$). The content validity of the test was approved by three English language teachers.

Another instrument used in the study was an English school test (65 items) which was administered to both groups (experimental and control) before and after the experiment to determine whether there was any progress in the scores of the participants after the experiment.

In addition, after the experiment, the participants in control group were asked to answer the questions of a questionnaire to know whether they had used their portfolios regularly and to know the effect of portfolio in their learning.

c) *Procedure*

Before the experiment started, the participants (both experimental and control groups) were given the English School Test as a pre-test. The Test was done in two different classes, but at the same time, the same situation, and condition.

The experiment lasted 15 weeks (two sessions per week). The same writing assignments of the

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textbook were given to both experimental and control groups. The two groups were taught by the same teacher; the experimental group received the treatment (portfolio assessment strategy). The researcher provided each student of the experimental group with two folders with plastic bags inside. The students would keep the writing assignments different activities like: PowerPoint, recording voices in one folder (collection portfolio); the returned pieces of writing selected for the portfolio would be put in the other folder (showcase portfolio) according to the portfolio contents.

Three simple principles guided the implementation of the Portfolio Assessment Model: collection, selection, and reflection. From the very beginning of the experiment and at specific classes during the term, the students (experimental group) collected and submitted twenty finished drafts of writing assignments together with early drafts that were drawn from the students' textbook and developed in class work throughout the term and put them in a folder (collection portfolio).

After completing the predetermined writing assignments, the students were led to select and choose their best and favorite (a variety of writing styles) at least five pieces of writing to compile a portfolio (showcase portfolio) for final assessment. Selection of items had been made depending upon the purpose of the portfolio. Finally, reflection occurred. The students were encouraged to fill in their reflection sheets about the pieces of writing they had chosen and what they would still like to learn about their writing. It was optional to fill in the reflection sheets in the native language as Apple and Shimo (2004) claimed that "writing a reflective essay in one's mother tongue rather than the target language does not detract them from the value of the reflection, and in fact can even add to it"(p.3). Students were divided in teams as readers or editors of each other's work. Besides, two separate conferences of fifteen minutes each were held in which the student presented his work and justified his reasons behind each choice, sharing their thoughts, strengths, and weaknesses with the teacher.

At the end of the experiment, the English School Test for the second time to both experimental and control groups and the Self-Reporting Questionnaire for the first time were administered to the experimental group. After two weeks, the Self-Reporting Questionnaire was used for the second time to experimental group.

d) Treatment of the Data

The quantitative analysis of data was directed to assess the effect of the Portfolio Assessment Model on the English Learning of a sample of EFL third year of Qom Secondary School students.

Collected data were statistically treated through the computer package SPSS (version 18.0). Descriptive statistics such as means, standard deviations, frequencies, and percentages were computed. Independent samples t-test (2-tailed test) was used to determine if there were any significant differences in the mean scores between the experimental and control groups on the pre and post administrations of the English School Test (before and after the treatment). For statistical analysis, the alpha level of significance 0.05 of confidence was set. Pearson product - moment correlation was also used to assess the correlation between the participants' (experimental group) means of scores in the portfolio and their means of scores in the English School Test.

V. Results

The process of data analysis began with analyzing the data obtained from the proficiency test implemented for examining the homogeneity of the participants of both groups. Table 1 below shows the group statistics for the experimental and control groups. To know whether the experimental and control groups are identical and homogenous in the proficiency test before conducting the study, an F-test was used. As it is shown in table 2, $F(1, 66) = 1.21$, $p=0.25> 0.05$ indicated that both groups are homogeneous due to their variances. In order to compare the mean scores of both groups an independent t-test was used. The computed t-value $t=2.001$, $df= 66$, $p= .05$ revealed that no statistically significant differences were found in the mean scores between the experimental (41) and control groups (43.05) regarding the proficiency test. Hence, the results showed that two groups were homogenous in their language proficiency.

Table 1 : Group statistics for the Proficiency Test.

Groups	N	Mean	SD	Std. Error Mean	Min	Max
Experimental	34	41	6.10	1.20	3.25	20
Control	34	43.05	5.41	1.12	4	20

Table 2 : T-test for the Proficiency Test.

Levene's Test for Equality of Variances			t-test for Equality of Means				
Equal Variances	F	Sig.	t	df	Sig. (2-tailed	Mean Difference	Std. Error Difference
Assumed	1.21	0.25	2.001	66	.05	2.05	1.50

The next step was to start the experiment. A Standard School Achievement Test was administered to the participants before and after the treatment. The descriptive statistics is shown in table 3:

Table 3 : Group Statistics on the School Achievement Pretest.

Groups	N	Mean	SD	Std. Error Mean
Experimental	34	13.5	5.47	0.561
Control	34	15.05	4.41	0. 542

The comparison of the means on the pre administration (t= 1.209, df= 66, p=0.05) revealed that no statistically significant differences were found in the mean scores between the experimental and control groups regarding school test. This finding indicated that the two groups were almost equal to each other before the treatment.

Table 4 : T-test for the School Achievement Pretest.

Levene's Test for Equality of Variances			t-test for Equality of Means				
Equal Variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Assumed	0.20	0.84	1.209	66	0.368	1.55	1.45

However, the comparison of the mean values of the two groups on the post test showed that the difference between the means of the two groups was statistically significant (t= 2.250, df = 66, p= 0.05) and the experimental group was able to outperform the control group on the School Achievement post test. Table 5 below shows the group statistics for the school achievement post test and table 6 indicates the significant t-value on the post test.

Table 5 : Group statistics for the School Achievement post test.

Groups	N	Mean	SD	Std. Error Mean
Experimental	34	17.25	3.65	0.765
Control	34	16.14	3.78	0. 841

Table 6 : T-test for the School Achievement posttest.

Levene's Test for Equality of Variances			t-test for Equality of Means				
Equal Variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Assumed	2.546	0.125	2.250	66	0.258	1.11	1.145

Final step was to ask the participants in the experimental group to answer the questionnaire. All 34 learners in the experimental group reported that they liked to use the portfolio in their English class and also portfolio motivated them in English. Only 4 out of the 34 learners reported that they were not able to improve their English due to using portfolio system. All the learners in the experimental group mentioned that using portfolio assessment caused to have a good relationship with the instructor. Moreover, they believed that they were successful in using portfolio and were motivated to learn more about English.

VI. Discussion

The positive answer to the first research question indicates that there is an effective relationship between using portfolio assessment and learning English language in Qom secondary schools. The performance of the learners on the achievement post test signifies that the Experimental (portfolio) group did much better than the Control (non-portfolio) group on the process of using portfolio. Pearson product - moment correlation revealed that there was a statistically significant correlation at $p < .05$ between the participants' (experimental group) means scores in the portfolios and their means scores in the English School Test. Thus, there is a relationship between the participants' test scores and their portfolio grading. This means that using portfolio along with the English School Test increased the participants' chance of success as they were motivated and encouraged to perform well in the English School Test.

It is important to mention that tests are not sufficient enough methods to achieve instruction and assessment purposes. They are administered only once or twice as a separate procedure during the term and thus assess specific skills or knowledge at a specific period of time neglecting students' performance throughout the term. Depending on that, test scores cannot be relied on as a basis of making decisions concerning students' true abilities, needs, and interests as well as decisions concerning instructional reforms. Such product-oriented traditional assessments had limited possibility to influence teaching and learning positively and are no longer fit with current EFL classroom practices. It was something separate and different from usual classroom life activities and it tested students' abilities to recall and reproduce specific knowledge, lower-level skills, and concepts, rather than their ability to produce and apply knowledge, significant high-level skills, and concepts to authentic situations.

It is worth to mention that the result of the present study is in harmony with what portfolio proponents (Camp, 1992; Weiser, 1992; Kowalewski, et al., 2002) suggested that such strategy of assessment motivates EFL students to learn and improve their performance. Weiser (1992) noted that students were comfortable with the portfolio assessment procedures because they received constant feedback and could consider the comments carefully as they would provide them with suggestions for improvement.

To answer the second research question, a self-reporting questionnaire was given to participants in portfolio group (experimental). The answers show that after the experiment and using portfolio assessment the students are motivated, improved, involved in the process of learning and testing more than the past. As the students answered, they improved their English language after using portfolio. Moreover; the capabilities of the learners in changing the dialog of the book to a new form, making new sentences, reading very fast prove the effectiveness of the technique.

VII. Conclusion

The result of this study may help teachers and instructors in teaching English to English language learners in different schools and universities. Using portfolio assessment is a strategy which can be used as a formative ongoing process providing feedback to students as they progress toward a goal. This, also, provides the students opportunities to assess themselves regularly and learn continuously. Using portfolio assessment strategy provides a relationship between the teacher and the parents. The teacher uses portfolios to analyze student growth and use the information for decision making regarding future instruction.

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On the Relationship Between Multiple Intelligences and Their Performance on Vocabulary Tests among Iranian EFL Learners

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Abstract - MI theory refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. It developed in mid 1983s by Gardner. MI theory includes the concepts that intelligence is pluralistic, encompassing at least eight intelligences. One of the greatest applications of the theory of MI is in education in that it identifies the differences among people regarding their intelligence preferences and the role it might play in learning environment. Not many studies have concerned the role of MI in language learning. The present study investigated the relationship between participants' MI and their performance on vocabulary tests. The participants were 100 junior students at KhoramabadAzad University majoring in English Language Teaching. They wereasked to answer the MIDAS developed by Shearer (1996). Then, they answered four different formats of vocabulary tests, namely, antonym, gap filling at sentence level, gap filling at context level, and matching formats.

Keywords : *Intelligence; Multiple intelligences; Vocabulary test format.*

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ON THE RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCES AND THEIR PERFORMANCE ON VOCABULARY TESTS AMONG IRANIAN EFL LEARNERS

Strictly as per the compliance and regulations of:

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Yarmorad Javanmard

Abstract - MI theory refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. It developed in mid 1983s by Gardner. MI theory includes the concepts that intelligence is pluralistic, encompassing at least eight intelligences. One of the greatest applications of the theory of MI is in education in that it identifies the differences among people regarding their intelligence preferences and the role it might play in learning environment. Not many studies have concerned the role of MI in language learning. The present study investigated the relationship between participants' MI and their performance on vocabulary tests. The participants were 100 junior students at KhoramabadAzad University majoring in English Language Teaching. They wereasked to answer the MIDAS developed by Shearer (1996). Then, they answered four different formats of vocabulary tests, namely, antonym, gap filling at sentence level, gap filling at context level, and matching formats. The results showed that, in the case of the participants of this study, there was no significant relationship between MIandperformance on vocabulary tests, except for bodily-kinesthetic intelligence which showed apositiverelation with vocabulary scores.This finding can be attributed to different factors which can be investigated by further research. The key terms of this study are intelligence, multiple intelligences, and four different formats of vocabulary tests that were mentioned.

Keywords : Intelligence; Multiple intelligences; Vocabulary test format.

I. Introduction

Multiple Intelligences (MI) Theory is one of the most compelling approaches to education. The ideas inherent in multiple intelligence theory were proposed in the early 1980s by Gardner in which he suggests that "the traditional notion of intelligence as measured by I.Q testing is far too limited, and there are not just two ways to be intelligent, but many ways"(Gardner,1983,p.51).According to this theory, people are different in their different aspects of intelligence. This difference causes differences in people's performance on different tasks , as well as different aspects of a special task.

The heart of MI theory rests on individualization and recognition of divergent abilities and personal differences. Gardner, viewed "intelligence as the ability to solve problems, or to create products that are valued in one or more cultural setting".(Gardner & Hatch, 1989, pp. 4-9). This definition challenged the traditional psychological view of intelligence as a single capacity that drives logical and mathematical thought. He asserts that the intelligences are 8 types and they are not meant to be reflections of emotions, personality or sensory acuity, rather, each of the intelligences considered as computational capacity – the ability to process certain kinds of information in the process of solving a problem or fashioning a product.

Vocabulary learning is central to language acquisition, whether first, second, or foreign. The role of vocabulary in language learning and communication is pointed out by psychologists, linguists and language teachers (Aliva&Sadoski, 1996; Laufer& Hulstijn,2001).

According to Seal (quoted in Celce-Murcia, 1991, p.296), "words are perceived as the building blocks upon which knowledge of the second language can be build. In the same direction, on the importance of vocabulary, Sener (2005) reiterated Wilkin's famous saying that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

The form of a test refers to its appearance, it means the way a test should look. There are many formats to test vocabulary, among them, the focus of this study is on antonym, cloze, matching, and gap filling at sentence level.

II. The Eight Intelligences

Gardner's (2006, 1991) eight intelligences and their explicit implications are explained in brief below.

1. Linguistic Intelligence: The capacity to use words effectively, whetherorally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language , the phonology or sounds of language, the semantics or meanings of language and the pragmatic dimensions or practical uses of language.
2. Logical/Mathematical Intelligence: The capacity to use number effectively and to reason well. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions and other related abstractions. The kinds of processes used in the service of logical-

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mathematical intelligence include categorization, classification,inference, generalization, calculation, and hypothesis testing.

3. Spatial Intelligence: The ability to perceive visual-spatial world accurately and to perform transformations on those perceptions. This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exists between these element. It includes capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneselfappropriately in a spatial matrix.
4. Bodily-Kinesthetic Intelligence: expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as tactile and hap ticcapacities.
5. Musical Intelligence: The capacity to perceive , transform, and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. One can have a figural or "top- down" understanding of music, a formal or "bottom-up"understanding or both.
6. Interpersonal Intelligence: The ability to perceive and make distinction in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, gestures. The capacityfor discriminating among many different interpersonal kinds of interpersonal cues, and the ability to respond effectively in some pragmatic way.
7. Intrapersonal Intelligence: Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself, one's awareness of inner moods, temperaments and desires, and the capacity for self- discipline, self-understanding and self-esteem.
8. Naturalist Intelligence: Expertise in the recognition and classification of the numerous species – the flora and the fauna – of an individual's environment.

Remarkably, Gardner(1991) has conducted a great deal of discussion as to the inclusion of other intelligences such as spiritual intelligence and existential intelligence. Despite the proposal of these intelligences, Armstrong(2000) echoes doubt about the nature of these two intelligences and claims that they are not perfect in terms of Gardner's(2006) practical criteria.

III. Review of the Related Literature

In a study entitled *on the relationship between multiple intelligences and International English Language Testing System(IELTS) reading scores of Iranian learners*that have done by Motallebzadeh and Manoucheri(2009), 98 participants from 130 persons who received the MIDAS, filled out the MIDAS questionnaire. Participant's performance in the reading and comprehension section of IELTS and MIDAS were compared. In this research data analyzed by descriptive analysis methods and Pearson's correlation. The results of this study showed that there is no significant relationship between multiple intelligences and reading and comprehension section of IELTS, except for logical-mathematical intelligence which showed a positive relation with reading scores. It seems that reading section contains logical tasks which could be due to the similar nature of this type of intelligence and operations needed while reading.

Albert, Brown, Eliason, and Wind(1997) in a study entitled *improving reading through the use of multiple intelligences*found that by using activities of multiple intelligences in classroom, the scores of reading and comprehension skills of language learners effectively would promote.

Mahdavi(2007), in his thesis *investigation of the role of multiple intelligences in listening proficiency,* investigated the role of MI by giving 155 senior and junior English language students an actual TOEFL listening comprehension test and a MIDAS questionnaire, and 117 of the same participants also took a Specimen IELTS listening. The results suggest that there is little positive correlation between each of the eight intelligences and performance on both TOEFL and IELTS listening. The results of t-test also shows more proficient participants on either of the test have a higher level of the total MI. Differences in the linguistic intelligence of both IELTS and TOEFL high and low listening proficiency groups is highly significant. Spatial intelligence and musical intelligence significantly affect the TOEFL listening scores and the effect of logical-mathematical intelligence in listening proficiency is positive although low.

Zarati(2007), in her thesis *on the relationship between multiple intelligences and strategies of language reading in Iranian language learners* found that there is no significant relationship between multiple intelligences and strategies of language reading in Iranian language learners.

Mettetal, Jordan and Harper(1997) investigated the impact of a MI curriculum in an elementary school. They used observation and survey for data collection. On the basis of their analyses of the data, three themes emerged " (a) students, teachers, and parents had very positive about the concept of MI; (b) they had positive with regard to school –wide implementation, including flow time, activity room, and enrichment clusters; and (c) classroom implementation of MI concepts was uneven across classroom" (p. 115). The researchers highlighted the importance of MI in changing the attitudes of both teachers and students.

Kornhaber (1999) investigated three alternative assessments for identifying students who are different in terms of their gift. Each of these assessments was based on the MI theory. The analysis of qualitative data indicated that "no assessment met all eight criteria; each met a different subset of the eight" (p. 143). Kornhaber concluded that enhancing equity for under-served students is a very important goal.

Snyder(2000) sought to determine the relationship between learning styles and academic achievement of high school students. The result of the study suggested that the majority of high school students benefited from Tactile-Kinesthetic intelligence and were global learners. The researcher concluded that an awareness of how students learn is in fact indispensable to successful classroom.

Chan(2001) conducted a study to "assess the variability of the use of a self-report checklist identifying aspects of giftedness in a sample of 192 Chinese secondary students from a multiple intelligences perspective" (p.215). In order to compare the students, their IQs, creativity, and leadership characteristics were also assessed. It was found that participants perceived the seven intelligences almost as distinct abilities. However, "the self-estimates of the various intelligences did not generally predict the conventional measures provided independent and possibly complementary information on aspects of giftedness" (p. 251). Finally, the significance of developing profiles of strengths and weaknesses from an MI perspective for programming and identification purposes was discussed.

Kallenbach and Viens(2002) conducted a study across different adult literacy contexts. The data were collected through (1) observations, qualitative interviews, and lead to high levels of adult learner engagement; (2) choice-based activities increase students' confidence regarding learning; and (3) connecting MI reflections activities to broader learning goals is important

Loori (2005) conducted a study in which the differences in intelligences preferences of ESL male and female students are investigated. Ninety international students at three American universities took part in this study. The results showed that "there were significant differences between males' and females' preferences of intelligences. Males preferred learning activities involving logical and mathematical intelligences., whereas females preferred learning activities involving intrapersonal intelligence" (p. 77).

Razmjoo, Sahragard, and Sadri (2009) in a study attempted to identify the relationship between MI, vocabulary knowledge and vocabulary learning strategies among the Iranian EFL learners. The participants were senior students at Shiraz Azad University majoring in English Language Teaching. Three kinds of instruments were used in this study: Nation's Levels Tests(2001), Schmitt's vocabulary learning strategies (1997), and an MI questionnaire whose construct validity was checked through principal factor analysis. The data were analyzed both descriptively and inferentially. The findings of the study revealed that there is a relationship between MI and vocabulary learning knowledge. Furthermore, among different domains of intelligence, linguistic and natural intelligences make statistically significant contribution to the prediction of vocabulary learning knowledge. Moreover, stepwise multiple regression analysis confirmed the same finding. Concerning the relationship between MI and vocabulary strategies, the results indicate that among 5 categories of strategies, determination, social, and memory strategies have a significant relationship with several domains of MI. Seemingly, the results are context-bound not universal.

According to Campbell (1990), during the 1989-1990 school years, an action research project was undertaken to investigate students' reaction to the multiple intelligences- based model. The analysis of data indicated the students' independence, co-operative skills, and multimodal skills.

Weber (2005) experimented five-phase study of MI to solve the problems of higher education students who were reserved and did not participate in the classroom. Upon practical application of MI, he drew the conclusion that students were motivated and encouraged to participate in the classroom.

Application of MI theory in the spelling of high-frequency words is remarkably eye-catching, too. Brecher et al.(1998) have conducted a program for improving the spelling of high –frequency words. A program was developed for improving the spelling of high frequency words in daily writings across the curriculum through the use of MI. the population consisted of second and third grade students. The problem was tackled by parent surveys; teacher interviews, observations, and writing samples. Analysis of data revealed that students performed well on weekly spelling tests, yet did not transfer this knowledge to spelling high frequency words in daily writing. Teachers reported inconsistent instruction in basic spelling. Based on the presentation and analysis of results, students showed significant improvement in spelling and transferring 100 high frequency words. The students were able to spell the words correctly and to internalize the words in writings.

A study related to MI and Focus on Form (FonF) was conducted by Saedi(2004, 2006), in Tabriz, Iran. In this study three different treatments were used in three experimental groups: MI FonF provided focus on form, meaning and use, along with focus on learners' strengths and interest in language learning. Two teachers made tests involving 219 Iranian Universities students were used. The outcome of the study was compared and the following findings were revealed. (1) MI-FonF instruction enabled the learners to apply grammar in context. (2) MI-based instruction had a positive role on the development of the abilities in a range of intelligence areas, especially, logical intelligence. (3) MI-FonF developed in learners positive attitudes towards language learning.

In another study by Rahimian (2005), the relationship between MI and learner types was examined. The study was observed whether there is any relationship between learner types and MI. To conduct the study, 122 male and female subjects were chosen from Kish Institute. The participants sat through the multiple intelligence development scale and Reid's learning style inventory via correlation, descriptive statistics and stepwise regression showed that: (a) all of the scores in MIDAS correlated with the scores obtained from the learner type test, (b) subjects from opposite sexes performed differently in all tests. What is more, the variable gender correlated with MI and learner styles, (c) participants' dominant intelligences correlate with their age, (d) subjects' language proficiency correlated with their dominant learning styles.

In another study by Panahi(2011), the relationship between MI and learning grammar in EFL setting was examined. The current investigation employing some instruments i.e. a questionnaire, a pre-test and a post-test, was tackled in two phases. In phase one, the problem aimed at testing Gardner's (1983) hypothesis that if the learners' dominant intelligence is linguistic intelligence, their grammar scores will be higher. To this end, first, 64 male and 61 female EFL learners as hypothetical grammar learners were asked to participate in the research project. After rapid prototyping and field testing, 30 male and 30 female EFL grammar learners who had both high grammar scores and dominant linguistic intelligence were selected and ultimately a t-test was run to observe the result. In phase two, the relationship between MI of male and female EFL learners in terms of the dominance of their intelligences was explored. Based on the statistical findings, it was found that there is significant relationship between MI of male and female EFL learners and their grammar knowledge. It was also found that there is no difference between the grammar performance of male and female EFL learners whose dominant intelligence is linguistic intelligence.

Reid (1998) contributes to the research in the area of individual differences by investigating the role of MI, among other learning styles. She refers to some of the affective changes like "higher interest and motivation in the learning process, increased students responsibility for their own learning, and greater lassroom community …" (p. 300). She states such changes will ultimately lead to more effective learning.

Among a plethora of pedagogical manifestation of MI theory, there lies an action research conducted by Albero, et al. (1997) who looks with favor upon the point that MI has met with considerable success. The report describes a program for increasing reading test scores and the result leads pedagogically to some rich findings.

In another study by BemaniNaeini and Pandian (2009), the relationships between MI, listening proficiency and motivational orientation among Iranian TEFL university students were examined. In this study, using Christison's (1999) MI inventory, 60 Iranian TEFL university students' preferred intelligences were identified. As for measuring the participants' listening comprehension proficiency, the listening section of a retired test of TOEFL was administered. Also, a modified Likert-scale questionnaire was employed to elicit the data about participants' motivational orientation. The results indicated no significant relationship among these variables. Moreover, listening and motivation were not significantly correlated. As for relationship between any of MIs and the variables of the study, there was no indication of a significant correlation.

IV. Statement of the Problem

Not many studies have so far investigated the role of multiple intelligences in language learning and teaching. It can be argued that MI might have a role in different aspects of language proficiency and communicative competence. It appears that there is a gap in examining the relationship between Multiple Intelligences and their performance on vocabulary tests, and which type of intelligences contribute to better performance on various forms of vocabulary tests.

V. Objectives of the Study

The present study attempts to investigate the relationship between two Variables(MI and performance on vocabulary tests) and whether there is any significant difference between the performances of the participants with different intelligence preferences. It is also hoped that the findings of this study can help the researcher discuss the role of MI in vocabulary learning and performance on different test formats.

VI. Research Questions

1. Is there a relationship between types of intelligence and language learner's performance on vocabulary test?
2. Is there any relationship between types of intelligence and language learner's performance on different formats of vocabulary tests?

3. Which type of multiple intelligences, contributes more to a better performance on different vocabulary test formats?

VII. Null Hypotheses

1. There is no relationship between types of intelligence and language learner's performance on vocabulary test.
2. There is no relationship between types of intelligence and language learner's performance on different formats of vocabulary tests.
3. Neither type of multiple intelligences contributes more to a better performance on different vocabulary test formats.

VIII. Methodology

a) Participants

The participants of this study were the junior students between the ages of 20 to 24, majoring in English language in the Islamic Azad University, Khoramabad Branch. Four tests of vocabulary and an MI questionnaire were administered in order to elicit the participants' responses. The researcher managed to involve 115 participants who had answered both vocabulary tests and MI questionnaire.Fifteenof the students who did not return the MI questionnaire and vocabulary tests were excluded from the data analysis. Finally, the responses of 100 participants constituted the data set of this study.

b) Instrumentation

The instruments used in this study consisted of four different formats of vocabulary tests and a Multiple Intelligences questionnaire. The items of all four types were selected from different standardized tests and standard vocabulary books like 504 words and the like. The tests were appropriate for intermediate level. Each test format consisted of 15 items.The first test to be administered was vocabulary in the form of antonym(Appendix 1).The second vocabulary test was a cloze test (Appendix 2).The third type of vocabulary test was a gap filling test at sentence level (Appendix 3). The fourth test was a matching test (Appendix 4).

An MI questionnaire was also administered to the participants in this study. In 1996 Shearer developed the Multiple Intelligence Development Assessment Scale(MIDAS). A Persian translation of the questionnaire which was equivalent to the original one and consisted of 119 items in Likert format was utilized in this study.

c) Procedure

The data were collected from the participants in five sessions. The Multiple Intelligence questionnaire was the first to be administered by the researcher. All participants were asked to study the MIDAS questionnaire carefully and choose their answers from among the six options provided in the answer sheet.

One week after the collection of MIDAS questionnaire, the first test of vocabulary was administered. The other three tests were administered in three successive sessions.They were also allowed to ask their questions about the test. The reason for the administration of vocabulary tests in different sessions was to prevent any interference of different test formats on performance on other formats.

d) Design

No treatment was used in this study and no causal relations were intended to be established. No variable was manipulated to cause a change and therefore it can be said that the design of this study is ex post facto.(Farhady,1995,p.155)

e) Statistical Analysis

The first and second questions were concerned with the relationship between intelligence preferences and performance on vocabulary tests. Therefore, the correlation between multiple intelligences score and vocabulary test once as a whole and another time the score on each test format were calculated. The third question was intended to find out which intelligence type is a better predictor of the performance on vocabulary tests. In this regard, a multiple regression analysis was run to find out which intelligence types contributes to better performance on vocabulary tests.

IX. Result and Discussion

a) Investigating the first question:

1. Is there a relationship between types of intelligence and language learner's performance on vocabulary test?To investigate this question a correlation analysis of each intelligence and vocabulary total score was performed which is presented in table 1.

Table 1 : Correlation Analysis of Each Intelligence and Vocabulary Total Score.

Intelligence Type	Vocabulary total score
Musical	-.38
Bodly -kinesthetic	.13
Logical- mathematical	-.33
Spatial	-.20
Linguistic	-.10
Interpersonal	-.30
Intrapersonal	-.38
Naturalistic	-.23

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Table 1 shows that, bodily-kinesthetic intelligence has a positive relationship with vocabulary test score. This means that the higher the level of this intelligence in a person, the higher his/her test score will be. The other intelligences have negative correlation with vocabulary test score. So the first

Question is supported and the first null hypothesis is rejected.

b) investigating the second question:

2. Is there any relationship between types of intelligence and language learner's performance on different formats of vocabulary tests?

To investigate this question a correlation analysis of each intelligence and each vocabulary test score was performed which is presented in table 2.

Table 2 : Correlation Analysis of Each Intelligence and Each Vocabulary Test Scores.

Intelligence	Antonym	Matching	Gap filling at context level	Gap filling at sentence level
Musical	-.001	.260	-.087	-.079
Bodily- kinesthetic	-.548	-.331	-.501	-.32
Logical- mathematical	-.228	-.083	-.303	.022
Spatial	-.453	-.131	-.529	-.100
Linguistic	-.363	.018	-.326	-.161
Interpersonal	-.401	-.016	-.214	-.271
Intrapersonal	-.231	-.169	-.202	.022
Naturalistic	-.183	-.100	-.313	-.057

As the table shows, almost all intelligences have a low negative correlation with performance on different vocabulary test formats. Most of them correlate negatively with vocabulary test scores. The few positive relationships can be found between musical intelligence and matching test format, logical- mathematical intelligence and gap filling at sentence level, linguistic intelligence and matching format, and intrapersonal intelligence and gap filling at sentence level format. However, as it is evident from the table, these correlations are very low. however, according to Hatch and Lazarton (1991),

"low correlation in educational research might be very important" (p. 442).

So table 2 supports the second question and rejects the second null hypothesis.

c) Investigation the third question:

3. Which type of multiple intelligences, contributes more to a better performance on different vocabulary test formats?

In order to find the more related intelligence to vocabulary score as well as performance on different vocabulary test formats, a Stepwise Multiple Regression Analysis was performed. The results, as table 3 shows , indicate that bodily- kinesthetic intelligence is the more related variable for performance on vocabulary tests as it explains 42 percent of variances of vocabulary tests.

Table 3 : Model Summary of Multiple Regression Analysis
(Dependent Variable: vocabulary total score).

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.651	.424	.373	11.26102

Multiple regression coefficients reported in table 4.implythat musical intelligence accounts more for changes in vocabulary test score. In other words, for one standard deviation of change in musical intelligence score, there will be -.039 of a standard deviation change in vocabulary score. So again the third question is supported and the third null hypothesis is rejected.

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Table 4 : Multiple Regression Analysis of related variables in vocabulary test performance (dependent variable: vocabulary test score).

Model		Unstandardized Coefficients	Standardized Coefficients t	Sig.	B	Std. Error	Beta
1	(Constant)	20.89	14.24		14.67	.14	
	Musical	-.049	.183		-.039	-.269	.788

In order to find out the most related intelligence in performance on every vocabulary test format, multiple regression analyses were run for each test formats as dependent variable. Tables 5,6,7, and 8 indicate multiple regression analyses for antonym, matching, gap filling at sentence level, and gap filling at context level form of vocabulary tests.

Table 5 : Multiple Regression Analysis of Related Variables in Antonym Format Test Performance (dependent variable: analogy format test score).

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	90.84	7.63		11.90	.000
	musical	-.423	.162	-.254	-2.603	.011

As table 5 shows the most related intelligence to performance on antonym test format is musical intelligence. That is, there will be -.254 standard deviation change in antonym test format score, if a change of 1 standard deviation in musical intelligence occurs.

Table 6 : Multiple Regression Analysis of Related Variables in matching Format Test Performance (dependent variable: matching format test score).

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	109.676	10.660		10.289	.000
	Interpersonal Intelligence	-1.201	.312	-.362	-3.846	.000

Table 6 implies that interpersonal intelligence is the most related predictor of performance on matching format of vocabulary test. According to this table, if there is 1 standard deviation change in this intelligence, vocabulary test score will be changed to -.36 standard deviation.

Table 7 : Multiple Regression Analysis of Related Variables in Gap Filling at Sentence Level Format Performance (dependent variable: gap filling at sentence level format score).

Model 1		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	83.283	5.875		14.177	.000
	Intrapersonal Intelligence	-.374	.162	-.227	-2.306	.023

This table implies that intrapersonal intelligence is the strongest predictor of performance for this test format. It is indicated that for one standard deviation of change in intrapersonal intelligence score, there will be -.222 of a standard deviation change in vocabulary performance.

Table 8 : Multiple Regression Analysis of Related Variables in Gap Filling at Context Level Format Test Performance(dependent variable: gap filling at context level format test score).

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	79.042	4.846		16.310	.000
	Intrapersonal	-.586	.134	-.405	-4.381	.000
2	(Constant)	45.813	8.081		5.669	.000
	Intrapersonal	-2.442	.339	-1.686	-6.128	.000
	Naturalistic	1.582	.324	1.344	4.886	.000

Table 8 indicates that intrapersonal intelligence is the most related variable in performance on this test format. Naturalistic intelligence is the second predictor of performance on this test.

X. Discussion

The finding of a study that done by Razmjoo, Sahragard, and Sadri(2009), revealed that there is a relationship between MI and vocabulary learning knowledge. Furthermore, among different domains of intelligence, the linguistic and natural intelligences make statistically significant contribution to the prediction of vocabulary learning knowledge, while findings of this study do not support such a relationship between MI and performance in tests of vocabulary. Moreover, among different domains of intelligence, only musical and bodily-kinesthetic intelligences contribute more to a better performance on different vocabulary test formats. It seems that such contradictory findings are due to utilizing two different MI questionnaire in these studies. Razmjoo, et al.(2009), used an MI questionnaire (containing 90 multiple choice items) which is a combination of two MI tests, including Nail's (2002) MI tests of Ned production and MI inventory (McKenzie, 1999), but in the present study Shearer's MI questionnaire (MIDAS) which contains 119 multiple choice items was used. However, the results of the present study are somehow in agreement with a study done by Razmjoo (2008), as he found no significant relationship between MI and English language proficiency.

As it was mentioned in the literature (e.g. Armstrong, 2000, 2003), the theory of Multiple Intelligences argues for individualized education. The purpose of individualized education is to find out each person's intelligence preferences and fine tune the educational practices in order to cater for individual differences regarding intelligence. One major reason for lack of relationship between MI and participants' performance in this study can be attributed to the fact that the participants did not match the prerequisite of individualized education as favored by MI theory. They were not trained to use their intelligences in performing different tasks including linguistics tasks. It can be argued that they all vaguely used the same strategies in learning vocabulary and taking vocabulary tests.

XI. Conclusion

The result of this study indicated that there is no significant relationship between intelligence preferences of participants of this study and their scores on different formats of vocabulary tests as well as their total vocabulary score. Although, it seems that linguistic intelligence should be a better predictor of performance on tests of vocabulary, it was found that only musical and bodily – kinesthetic intelligences from eight intelligences are better predictors of the participants' performance on vocabulary tests.

The most surprising finding of this study is that most of the intelligences have a negative correlation with vocabulary test scores. In other words, the higher that specific intelligence, the lower the vocabulary test score will be.

The results of correlation analyses and multiple regression analyses showed that the only intelligence which correlates positively with vocabulary test scores is bodily – kinesthetic intelligence, although the correlation is very low.

On the basis of the findings of this study, it can be argued that there may be other factors that play a role in vocabulary learning. Although it is an established fact that personal differences play a role in performance on different linguistic tasks, this study indicated that participants' intelligence preferences do not play a significant part in their performance on vocabulary test. The participants' performance on vocabulary tests can be attributed to individuals difference other than their intelligence preferences, such as the styles and strategies that they employ when learning vocabulary or taking a test on vocabulary it can be argued that their performance can be attributed to their ability in memorizing words or their test taking strategies which are not part of their vocabulary knowledge.

The finding of this study also suggests that we can not predict a person' success or failure in learning vocabulary or taking a test on vocabulary on the basis his/her scores on different intelligences.

XII. Pedagogical Implications

The findings of this study have important implications both for language teaching and language testing. MI model has provided us with the opportunity to look differently at curriculum, instruction, and assessment. MI pedagogy provides opportunities for authentic learning based on student's needs, interests, and talents. The multiple intelligence classroom acts like the real world. Students become more active and involved learners. Students should be standing up, moving around and discussing with each other what they are learning while learning it.

Based on this study it is hoped that teachers become more aware of the differences among students, so that they can take into account these differences and the materials should be taught in different ways. If these conditions are fulfilled, the students have more opportunities to learn and to understand the materials being taught. If they do not comprehend the material in one way, they might comprehend it in another way, thus their achievement is likely to improve.

The utilization of activities which engage different intelligences in the classroom will give this opportunity to language learners with different intelligence preferences to make use of the classroom environment and learning activities. Language teachers should be made familiar with their students' strengths and weaknesses regarding intelligence to make learning environments appropriate for them. Because it was found that there is meaningful relationship bodily-kinesthetic intelligence and performance in tests of vocabulary, teacher can use more activities like role-play, movement, sports and physical games in their classroom, since students with bodily-kinesthetic intelligence need such activities in order to learn best.

In the case of language testing, utilizing the implications of MI leads to more authentic language testing, that is, the testing situation and the test materials will be more meaningful to language learner. Language tests should be developed in a way that it allows test takers with different intelligence preferences to use their intelligences in test taking.

XIII. Suggestions for Further Research

Further research on the relationship between MI and other areas of language testing related to vocabulary is needed. The focus of this study was on four different formats of vocabulary test, other researches can investigate the relationship between MI and other formats, like true /false.

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Appendix 1 : Vocabulary test in antonym format.

Antonyms (opposites). Circle the word that most nearly expresses the opposite meaning of the word printed in heavy black type.

1. Emerge

a. go back b. involve c. disturb d. ruin

2. Ambush

a. readily remove b. openly attack c. quickly determine d. active

3. Fragile

a. demanding b. sturdy c. shrewd d. genuine

4. Devour

a. charge b. nourish c. persist d. figure out

5. Crafty

a. lack of strength b. lack of ability c. lack of tradition d. lack of funds

6. Perish

a. fight b. live c. resent d. modest

7. prosper

a. penetrate b. license c. assemble d. be unsuccessful

8. abide

a. discard b. dispute c. deprive d. provide

9. summit

a. base b. finance c. duplicate d. tempest

10. surplus

a. harmony b. hindrance c. rejection d. scarceness

11. drought

a. ambush b. flood c. hardship d. earthquake

12. deliberate

a. subsequent b. reassuring c. comprehensive d. unintentional

13. traitor

a. patriot b. amateur c. addict d. lunatic

14. heed

a. abuse b. hinder c. discard d. ignore

15. unify

a. redeem b. abuse c. separate d. co

Appendix 2 : Gap filling at context level.

Read the following passage, from which 15 words have been removed from the answer choices, choose the best answer.

Scientists used to believe that our 24- hour cycle of sleeping and waking was governed entirely by external factors, the most notable of these, they thought, were the rising and …1……of the sun. but they have now ……2..that there is a daily rhythm to a ….3..range of biological functions- including temperature, digestion and mental….4…which are regulated internally by a special time-keeping mechanism within the brain. The main function of this "body clock" is to anticipate and….5…for external changes so that, for example, our body temperature starts to rise….6…dawn, gearing us up for the day, and begins to …7….in the early evening, wining us down for sleep. some people's body clock ……8…poorer time than others, which can greatly disturb their lives and even …..9….their health. Insomnia, depression, ……10..,poor work performance, and even accidents can all be….11..or aggravated by inaccurate body clocks.

…..12…severe problems can result from the difficulties of….13….to different time zones and working by night instead of by day. Shift workers are known to run a higher-than –average …..14…of having a number of health problems and the disruption of normal body rhythms is one possible….15….for this.

1) a. setting b. diving c. plunging d. descending

2) a. fixed b. settled c. assured d. established

3) a. far b. wide c. grand d. various

4) a. tendency b. position c. structure d. activity

5) a. arrange b. scheme c. dispose d. prepare

6) a. nearly b. beside c. around d. approximately

7) a. fall b. lessen c. reduce d. subtract

8) a. hold b. keep c. support d. preserve

9) a. spoil b. injure c. decline d. threaten

10) a. energy b. fatigue c. happiness d. setting

11) a. put b. made c. caused d. formed

12) a. alike b. equally c. parallel d. compared

13) a. fitting b. suiting c. altering d. adjusting

14) a. risk b. danger c. threat d. hazard

15) a. account b. source c. solution d. presentation

Appendix 3 : Vocabulary Test in Gap Filling at Sentence Level.

Choose the word that is the most appropriate to fill in the blank.

Example:

- With no one to………….the project, the entire scheme collapsed.

a. feed b. negotiate c. finance d. enmity

1. There is great …………….in trying to climb the mountain.

a. effort b. energy c. peril d. safe

2.Your offer of a job ………………..me greatly.

a. tempts b. ignores c. confines d. dismals

3. People often tend to ……………….stories they hear.

a. survive b. falsify c. ignore d. exaggerate

4. The child's eyes………………his fear of the fierce dog.

a. concealed b. betrayed c. qualified d. ventured

5. The doctor prescribed a……………… medicine to soothe the patient's suffering.

a. narcotic b. dangerous c. familiar d.strange

6. Plutocracy is government by………………… .

a. the army b. the majority c. mobs d. the affluent

7. One of the topics studied in…………… is the rotation of crops.

a. automation b. taxidermy c. cartography d. husbandry

8. An imminent event belongs to the…………………. .

a. recent past b. near future c. present d.dim past

9.The mayor promised to do everything in his power to ……………… a strike by newspaper employees.

a. avert b. commence c. convince d. fail

10. After stepping on the tack , I quickly removed my shoe and examined the sole of my food. Luckily , the skin was not ………………………… .

a. survived b. perforated c. famished d. divulged

11.The lettering on the old monument is almost …………………… .

a. illegible b. legible c. ancient d. readable

12. Henry Ford was honored as the ………………… in automobile industry.

a. rival b. gloomy c. pioneer d. sacred

13. By telling the truth , we stopped the ……………..rumor from spreading.

a. incipient b. dupe c. inadvertent d. jostle

14. A good library is ……………….. with many different kinds of books.

a. replete b. steeped c. empty d. full

15. I can help the campers to …………………… local birds and flowers.

a. Identify b. expand c. appeal d. duplicate

Appendix 4 : Vocabulary Test in Matching Format.

Matching. Match the words in Column 1 with the definitions in Column 2.

Column 1	Column 2
……… 1. Reluctant	a. large; taking up much space
……… 2. Mediocre	b. true; supported by facts
……… 3. Prominent	c. person who does something for pleasure
……… 4. Bulky	d. average; ordinary
……… 5. Varity	e. mysterious; unearthly
……… 6. Valid	f. unwilling
……….7. Survive	g. well-known; important
……… 8. Weird	h. remain alive; live on
……… 9. Amateur	i. a number of different things
……..10.Misfortune	j. one who cannot break a habit
……. 11. Addict	k. bad luck
…… 12. Spouse	l. take away from by force
…….13. Deprive	m. husband or wife
…… 14. Vain	n. stupid mistake
…… 15. Blunder	o. having too much pride in one's ability, looks

P. beautiful
q child

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1. GENERAL

Before submitting your research paper, one is advised to go through the details as mentioned in following heads. It will be beneficial, while peer reviewer justify your paper for publication.

Scope

The Global Journals Inc. (US) welcome the submission of original paper, review paper, survey article relevant to the all the streams of Philosophy and knowledge. The Global Journals Inc. (US) is parental platform for Global Journal of Computer Science and Technology, Researches in Engineering, Medical Research, Science Frontier Research, Human Social Science, Management, and Business organization. The choice of specific field can be done otherwise as following in Abstracting and Indexing Page on this Website. As the all Global

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3) Final approval of the version of the paper to be published.

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Complete support for both authors and co-author is provided.

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Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

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Research articles: These are handled with small investigation and applications

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5.STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

(a)Title should be relevant and commensurate with the theme of the paper.

(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and to make suggestions to improve briefness.

It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

Format

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Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

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Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

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- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

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The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

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Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

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Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

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Acrobat Reader will be required in order to read this file. This software can be downloaded

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the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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5. Ask your Guides: If you are having any difficulty in your research, then do not hesitate to share your difficulty to your guide (if you have any). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work then ask the supervisor to help you with the alternative. He might also provide you the list of essential readings.

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19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

23. Multitasking in research is not good: Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. **Think technically:** Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

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33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

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- Insertion a title at the foot of a page with the subsequent text on the next page

- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

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Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.

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The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
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- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

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The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.
- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.

- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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