GLOBAL JOURNAL
OF HUMAN-SOCIAL SCIENCES: A

Arts & Humanities - Psychology

Discovering Thoughts, Inventing Future

VOLUME 15   ISSUE 7   VERSION 1.0

Global Journals Inc.

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please
email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Including by Air Parcel Charges):

For Authors:
        22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
        200 USD (B/W) & 250 USD (Color)

Dr. Bart Lambrecht
Director of Research in Accounting and
FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD
(Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of
Navarra
Doctor of Philosophy (Management),
Massachusetts Institute of Technology
(MIT)
Master in Business Administration, IESE,
University of Navarra
Degree in Industrial Engineering,
Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in
Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD,
FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical
Biology, Mount Sinai School of Medical
Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and
FinanceLancaster University Management
SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business
School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and
Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA
Medical Center
Cardiovascular Medicine - Cardiac
Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular
Medicine
Davee Department of Neurology and Clinical
NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic
Radiology
M.D., State University of New York at
Buffalo,School of Medicine and
Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical
Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric
SciencesPurdue University Director
National Center for Typhoon and
Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences,
National Central University, Chung-Li,
TaiwanUniversity Chair Professor
Institute of Environmental Engineering,
National Chiao Tung University, Hsin-
chu, Taiwan.Ph.D., MS The University of
Chicago, Geophysical Sciences
BS National Taiwan University,
Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and
Hypertension Division (PMC)
Penn Medicine, University of
Pennsylvania
Presbyterian Medical Center,
Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of
Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D
Marketing
Lecturer, Department of Marketing,
University of Calabar
Tourism Consultant, Cross River State
Tourism Development Department
Co-ordinator , Sustainable Tourism
Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer
Science
AUST - American University of Science &
Technology
Alfred Naccash Avenue – Ashrafieh

CONTENTS OF THE ISSUE

Pedophilia: a Psychiatric Disorder or a Perverse Sexual Orientation? A Critical Study of Vladimir Nobokov's *Lolita*

By Md. Shafiqul Islam

United International University, Bangladesh

Abstract- There are debates whether Pedophilia, a universal psycho-social problem, is a psychiatric disorder or a perverse sexual orientation. Though a few number of pedophilia supporting groups argue that having sexual interests in children is merely a sexual orientation or fantasy, but this paper explores further in analyzing different psychological insights of pedophiles, especially in the contexts of Vladimir Nobokov's novel *Lolita* (1955) and its film adaptation of 1962. This paper gives a critical analysis of the views and practices of pedophilia in the contemporary world. In addition to that, this paper explores the binary opposite characters of Humbert and Clare Quilty to determine whether pedophilia is their sexual orientation or they are perverts who are only sexually attracted to young girls. Apart from analyzing this perverse sexual practice, this paper also discusses the established notions of pedophilia, re/de-constructs them and gives an elaborate discussion on this taboo topic from theoretical points of view. In doing so, this paper employs critical commentaries based on a number of established theories like Michel Foucault's theories on Sexuality, Sigmund Freud's psychoanalysis and Laura Mulvey's envision of scopophilia.

Keywords: pedophilia; psychiatric disorder; lolita; child sex.

GJHSS-A Classification : FOR Code: 170199

PEDOPHILIAAPSYCHIATRICDISORDERORAPERVESESEXUALORIENTATION?ACRITICALSTUDYOFVLADIMIRNOBOKOVSLOLITA

Strictly as per the compliance and regulations of:

Pedophilia: A Psychiatric Disorder or a Perverse Sexual Orientation? A Critical Study of Vladimir Nobokov's *Lolita*

Md. Shafiqul Islam

Abstract- There are debates whether Pedophilia, a universal psycho-social problem, is a psychiatric disorder or a perverse sexual orientation. Though a few number of pedophilia supporting groups argue that having sexual interests in children is merely a sexual orientation or fantasy, but this paper explores further in analyzing different psychological insights of pedophiles, especially in the contexts of Vladimir Nobokov's novel *Lolita* (1955) and its film adaptation of 1962. This paper gives a critical analysis of the views and practices of pedophilia in the contemporary world. In addition to that, this paper explores the binary opposite characters of Humbert and Clare Quilty to determine whether pedophilia is their sexual orientation or they are perverts who are only sexually attracted to young girls. Apart from analyzing this perverse sexual practice, this paper also discusses the established notions of pedophilia, re/de-constructs them and gives an elaborate discussion on this taboo topic from theoretical points of view. In doing so, this paper employs critical commentaries based on a number of established theories like Michel Foucault's theories on Sexuality, Sigmund Freud's psychoanalysis and Laura Mulvey's envision of scopophilia.

Keywords: pedophilia; psychiatric disorder; lolita; child sex.

Chapter One

I. Introduction

Pedophilia simply refers to the sexual interest of adults towards prepuberscent children. This paper provides an insightful and analytical view of the practice of pedophilia based on Vladimir Nobokov's novel *Lolita* (1955). This library-based research opens an argument on whether pedophilia should be seen as a perverse psychiatric disorder, or it is just the sexual orientation of a person. Nobokov's introduction of two binary opposite characters of Humbert and Quilty demonstrates the utmost level of intensity regarding the issue of pedophilia in the novel.

This paper is divided into five major chapters with supporting discussions in each of the sections. The first section addresses the scenario, research problems and objectives of this paper. The second chapter discusses the research methodology. The third chapter employs the main discussions of the paper along with subsequent supposing details. The fourth chapter demonstrates the research findings, and the final chapter makes recommendations and leaves scopes for further studies.

Author: Lecturer in English at United International University, Dhaka, Bangladesh. e-mail: sabuj.si@gmail.com

a) Scenario

Sex is a normative human behavior that has as ancient a past as the human being. From point of view the Abrahamic religions, the practice of sex dates back to the Garden of Eden before Adam and Eve's fall. But, there are no direct biblical references to pedophilia. However, since pedophilia, a perverse practice of sex, is persistent in different cultures across the world, the depiction of this abnormal sex practice, therefore, is found in literary texts as well. Although pedophilia is considered by many to be the most perverse form of sexual behavior, but some people argue that pedophilia is a very common sexual orientation like homosexuality and bisexuality. It is even argued by some scholars that it needs a cultural standpoint to call pedophilia 'a perverse practice' or 'a crime'. However, Vladimir Nobokov's *Lolita*, set in the 1950s America, deals with two pedophiles – Humbert and Quilty. Though it apparently seems that they have different sexual orientations unlike the rest of the characters in the novel, but Nobokov does not verify the acclamation.

On the other hand, the practice of pedophilic sex is still very common in different parts of the globe. Different groups advocate against terming consensual sex with prepubescent boys/girls and teenagers as 'pedophilia' because they believe "eighteen is just a number". (Breure, *Are All Men Pedophiles*?) But, there are others who hold strong positions against this notion. They argue that if someone engages in sex with a prepubescent boy or girl, s/he should be called a 'perverse' regardless of the consent of the minor. This paper therefore intends to explore whether pedophilia can be termed as a sexual orientation or if it is just an extreme form of perversity.

b) Research Problems

While conducting the research, a number of behind-the-closet striking questions came forth. As the research title suggests, this study involves two different intense normative human behavioral acts – 'psychiatric disorder' and 'sexual orientation'. The first one apparently seems strictly a medical term whereas the second one involves concepts surrounding gender studies. Though this research is based primarily on Vladimir Nobokov's novel of 1955, but it also further explores the recent phenomenon of pedophilia.

Therefore, the problem that comes into focus is the integration of this medical term and analyzing it in the perspective of gender studied.

c) *Research Objectives*

The objectives of this research include -

i. Finding out the medical and cultural meanings of the term 'pedophilia' by examining the clinical definitions and meanings; and whether it is seen as a disease or not

ii. Finding out the etymological meaning of 'pedophilia' by incorporating the preexisting meanings and external references of the term.

iii. Analyzing whether to term 'pedophilia' as a curable sickness or just a category of unrecognized sexual orientation.

d) *Significance of the Study*

This research bears significance because rather than keeping the taboo topic of 'pedophilia' unexplored, it explores and analyzes different aspects of pedophilia. Though the research is principally based on a groundbreaking novel of the 1950s, but it also explores the contemporary discourses circulating 'pedophilia'. This research is significant as it tries to answer whether to stick to the established notions of seeing sexual attraction towards children as perversion or to give it the recognition, which is campaigned by many groups.

Chapter Two

II. METHODOLOGY

This study, aimed at analyzing Nobokov's *Lolita* from the point of view of the act of pedophilia, draws the contemporary critical, cultural and gender theories. Pedophilia, a broader term that covers up different aspects and perspectives, has been elaborated from the points of views victims of both the victim and the pedophiles.

i) *Analyzing Written Discourses:* The primary research method that has been employed in conducting this research is analyzing written discourses. This research has been conducted primarily based on Vladimir Nobokov's novel *Lolita*. The focus goes therefore on the protagonist, Lolita, the anti-hero, Humbert and his foil character, Quilty. The research has given an in-depth analysis of the psycho-sexual behaviors of the characters to support the argument that this paper is based on.

ii) *Analyzing Visual Materials:* The secondary research method that has been employed in finishing this research is analyzing visual and auditory materials. The 1962 film of the same name, *Lolita* (1962) directed by Stanley Kubrik, has been consulted to support some arguments. Jan-Willem Breure's documentary titled *Are All Men Pedophiles?* (2012) has also been referred to.

Chapter Three

III. DISCUSSION

International Classification of Diseases (ICD) defines pedophilia as a psychological disorder of adult men or women who feel sexual attraction particularly towards children of pre-pubertal or early-pubertal age. A similar definition has been given by American Heritage Stedman's Medical Dictionary. According to them, "Pedophilia is the act or fantasy on the part of an adult of engaging in sexual activity with a child or children." (Stedman's Medical Dictionary) But, there are rather dissimilar thoughts on it as well. Dr. James Cantor of Center for Addiction and Mental health has found that pedophilia is a "biologically rooted condition that does not change — like a sexual orientation." (The Star) A similar talk is found in Krafft-Ebing's book named *Psychopathia Sexualis*. The author argues that pedophilia is nothing but a sexual practice, such as homosexuality and bisexuality.

In the context of the novel of *Lolita*, Humbert the protagonist apparently has a psychiatric disorder, and he had been admitted to mental hospitals twice. The novel, narrated from Humbert's point of view, never includes any hints of any wrong doings of the protagonist. The narrator rather defends himself by using Lolita as a shield. But, a critical view of the character gives a detailed understanding of his pedophilic origin. It is notable that his mother had died when he was only five years old. Being a member of a well-to-do lone family in a suburban area, Humbert developed an 'everlasting feeling of loneliness', which might have made him psychologically imbalanced. Sigmund Freud, in his popular essay "Mourning and Melancholia", terms this everlasting pain as 'melancholia'. His mother's death, which is logically supposed to make him sad, turns out to be an ongoing pain in him that traumatizes him and leaves him emotionally vacant throughout his childhood. A psychoanalytic study of this incident would end up with the Freudian concept of 'Oedipal Complex'. At the age of 5, Humbert fails to bear the pain of his mother's death, and it leaves him traumatized. This trauma is seen further tormenting him when he fails to consummate his love affair with Annabel Leigh, his teenage love interest.

Annabel and Humbert fall in love in their teenage years. This affair works as a turn on in Humbert's life. But, things get disastrous when Humbert finds that he cannot make love with Annabel Leigh. If analyzed from Freudian point of view, it becomes apparent that Humbert's failure roots back to his mother's demise and the Oedipal Complex follows. It is quite ambiguous if Humbert finds any similarity between Annabel Leigh and his mother, but there are hints that he thinks likewise. However, the second most vulnerability in his life comes following the death of

2

Annabel Leigh. Firstly, he is traumatized by his mother's death; and then Leigh's death doubles the trauma. If the pain, which he gets after his mother's death, is the beginning of his 'melancholia' then that multiplies the pain following Annabel's death.

Popular Japanese novelist Haruki Murakami's novel *Norwegian Wood* (1987) deals with a similar female character named Naoko. She gets traumatized following her elder sister's death, becomes even more traumatized after the death of her love interest. As an effect of melancholia, she fails to consummate her love with Kizuki. Her *inertia* causes her *melancholia* that later persuades her to ultimately commit suicide. Like Humbert, Naoko has to consult with psychiatrists. But, the major difference between these two characters is that Naoko never appears to be attracted to any prepubescent boys or girls, whereas Humbert does.

However, Humbert's feelings seem to retrieve when he meets Lolita years later. For him, Lolita and Annabel resemble with each other. As the narrative suggests, the narrator is unwilling to call Lolita 'beautiful'; rather, Humbert thinks she is more like an 'average nymphet'. Humbert's attraction does not simply vanish after he finds Lolita; he rather seeks for scopophilic pleasure of seeing other girls at school. He terms the young school girls 'nymphets'. (Nobokov, 127)

Laura Mulvey's concepts of 'scopophilia' and 'voyeuristic pleasure' can be incorporated here. As the objects (the nymphets at school) are unreachable for him, he seeks pleasure only by seeing them. Stanley Kubrik, when adapting this novel into a film, uses interesting camera angles to give the viewers the same kind of scopophilic pleasure as Hembert has got as in the novel. Stanley's works with Humbert's 'gaze mechanism' takes *Lolita* (1962) to a new height.

Humbert's perverse psyche is revealed when he decides to marry Charlotte Haze, Lolita's biological mother, so that he can stay around Lolita. This action is surely a perverse practice because it involves both pedophilia and incest to the first degree. As he later engages in sexual acts with his step-daughter and twelve-years-old Lolita, he proves himself nothing but a 'pervert'. Humbert's desperation in finding Lolita, when she is lost, further attributes him of his pervert psychiatric disorder. And finally when he kills Quilty over forcing Lolita to join an even perverse act of pedophilic orgy, he seems not feeling guilty of either for i) making love with Lolita or ii) killing Quilty.

Lolita, the most ambiguous character of the novel, is the object of pedophilia in the novel. If the narrative style of the novel is taken into consideration, it is found that the narrator uses interesting phrases to hide any of his own guilt. He rather blames Lolita for persuading him to feel attracted towards her. As the novel is a meta-narrative narrated from the point of view of Humbert, it seems natural that he would not confess of his guilt.

A study, conducted by Dr. James Cantor, has found that only 1-5% of males find it intriguing to make love with children. If the statistical flaw is taken into consideration, it becomes evident that this ratio would further decrease. It is reasonable to think that many a number of the survey participants would hide their fantasies of engaging in sex with minors in fear of getting revealed. Anyway, in that case, it is quite difficult to term this psychological condition a 'sexual orientation'; rather, it sounds more appropriate if it is seen as 'perversion'. The twelve-years-old Dolores Haze aka Lolita has been overtly presented as a sexual object rather than simply as a teenage girl. A girl of her age would find sex interesting by nature. But, her lack of knowledge of sex triggers interesting questions. For her, sex is more of a 'game' than a medium of 'generating pleasure'. She admits of having carnal love with one of her scout-mates named Charlie. He tells this exactly after she has sex with Humbert for the first time. Her mental immaturity definitely is a contributing factor, but that is nothing exceptional because girls of her age might naturally feel interested towards exploring the taboo world of sexuality. In addition, Lolita's close female friends also appear to be attracted towards Humbert, or vice versa that also supports this argument. Additionally, it is not quite clear up to the end of the novel who Lolita's biological father is. As she is devoid of a father during her childhood years, it seems natural that her mother's affair with a man of her father's age would trigger jealousy in her. This 'Electra Complex' seems interesting when she finds her mother attracted towards Humbert. This jealousy or 'Electra Complex' guides her towards acting stubborn.

Another interesting yet important character of the novel is Clare Quilty. Quilty, who is the alter ego of Humbert is too a pedophile. Quilty, a prominent writer in disguise, follows Lolita and Humbert throughout the novel, and ends up 'stealing' her from the hospital. His immoral perversion comes under the limelight at the end of the novel when it is found that Lolita had left Quilty on the grounds of her hatred for him as he forced her to engage in perverse sexual acts. This perversion is expressive even in Humbert.

The term 'nymphet' is believed to have been coined by Vladimir Nobokov. Hembert, the narrator, describes prepubescent girls as nymphets. As for him,

"Between the age limits of nine and fourteen there occur maidens…. I propose to designate as 'nymphets." (Nobokov, 9)

In a following chapter, the narrator states that he fantasizes of living in "the mirrory beaches and rosy rocks—of an enchanted island haunted by those nymphets of mine and surrounded by a vast, misty sea."(Nobokov, 9) This sexual fantasy is the result of his

obsession with the image of Annabel. But, that is not the case in all the pedophiles of the world. The idea of 'compulsory heterosexuality' is quite absent here because even if pedophilia is consensual, the question remains on whether anyone at the age of twelve can give consent or not. Though there are groups who call for the reformation of the 'age of consent' stating that 'eighteen is just a number', but debates remain on whether to follow this notion as for granted or not. On the contrary to the stance of these groups, there are other activists who think that children should be given mandatory sex education to prevent pedophilia and other child molestation incidents.

Child pornography, which is the bi-product of pedophilia, is another discernible example of sexual perversion. As Humbert did, pedophiles want to remain anonymous, yet they want to speak up for their sexual preferences. This proves that pedophilia is an example of perversion that needs psychiatric treatments to get the pedophiles cured. A recent example of pedophilia is the cyber girl named *Sweety*. This 10-years-old-looking computer-generated-image (CGI) of a Pilipino girl was created by a group of Swedish computer experts using 3D computer graphics imagery. She was used for catching 1000 pedophiles from across the world. Initiatives like this can be taken more frequently to minimize the incidents of child molestation and pedophilia.

Sigmund Freud talks about the sexuality of children in his book titled *Three Essays on the Theory of Sexuality*. Their sex formation is quite natural which is also present in the character of Lolita. In Michel Foucault's *History of Sexuality*, the development of sexuality in children has been further discussed. It describes that since the notion of sex is kept hidden from children, it is inevitable that teens would feel especially interested in sex if they are given the space. The same thing happens when Lolita's sexual drives are controlled and influenced by Humbert. She rejects any further manipulation of Quilty when she starts realizing that the reality is quite the opposite.

Chapter Four

IV. Major Findings

Based on the discussion stated above, this research comes up with the following major findings:

i   Dissimilar to non-straight sexual acts like homosexuality and bi-sexuality, pedophilia is not a sexual orientation; rather it is a psychological disorder that is curable by treatment. A number of factors can play roles in making someone a pedophile; but working on those factors can ease things up.

ii   People with 'Lolita Complex' can be cured with Cognitive Therapy. As it has a clinical solution, this perverse sickness can be cured.

iii   Pedophilia is a universal phenomenon persisting worldwide. Though the definition and acceptability of pedophilia varies depending on cultural differences across nations, but it is a crime against humanity. Examples of child sex tourism in countries like Brazil, Indonesia, Mexico etc can be cited.

Chapter Five

V. Recommendations and Conclusion

This research has identified the psychological stances of Humbert, Quilty and Lolita, and related it to the statistical findings of the recent past. It also has also given a theoretical reading of how pedophilia is related to sexuality but yet it is unacceptable. The study therefore comes with the following recommendations and conclusions.

a)   *Recommendation*
i)   Childhood sex education is important to avoid children from being victims of pedophilia. The same goes for the pedophiles. If proper and timed education can be ensured, any psychological disorder can be prevented.
ii)   Openness towards sex can be a vital factor in tackling pedophilia. Other than presenting sex as a taboo topic, parents as well as adults, should be educative towards children when it comes to sex education.

b)   *Conclusion and Scope for Further Study*
In concluding this paper, a number of possible areas can be talked about where further study is possible. As the researcher is a Bangladeshi national, he recommends that a further study can be carried out on the practices of pedophilia in different Bangladeshi cultural contexts. Another interesting area to browse is child marriage in Bangladesh. As the pedophiles are fetishistic, studies can be carried out on the visual discourses where children are used as sex objects. Interested parties might also carry out research works on child pornography, its sub-genres of *lolicon manga* or *lolicon anime,* child sexual abuse and related subject areas.

References Références Referencias

1.   Nabokov, Vladimir V. *Lolita*. New York: Knopf, 1992. Print.
2.   *Are All Men Pedophiles? An Inquiry into Human Sexuality and Its Expression*. Sideways Film, 2012. Film.
3.   Foucault, Michel, and Robert Hurley. *The History of Sexuality: Vol. 1*. Harmondsworth: Penguin, 1990. Print.
4.   "Pedophilia (psychosexual disorder)." *Encyclopedia Britannica*. N.p., n.d. Web. 30 Jan. 2014.
5.   Seto, Michael C. *Pedophilia and Sexual Offending against Children: Theory, Assessment, and*

Intervention. Washington, DC: American Psychological Association, 2008. Print.

6. Sigmund, F. (1914). "Mourning and melancholia". (Vol. XIV). London: The Hogarth Press.

7. "ICD-10:." ICD-10:. Web. 12 June 2015."

8. "Is Pedophilia a Sexual Orientation? | Toronto Star." Thestar.com. Web. 12 June 2015."

9. Stedman, T. (Ed.). (2004). The American Heritage Stedman's Medical Dictionary (Reprint ed., Vol. 2). University of Michigan: Houghton Mifflin Company.

This page is intentionally left blank

Understanding of the Neorealist, Constructionist and Relative Deprivation Theories: A Phenomenological Study of the Israeli-Palestinian Conflict with Practice Application of Integrative Negotiation

By Herve Muyo

Nova Southeastern University, United States

Abstract- This study discussed the Israeli-Palestinian conflict as a type of an international conflict. This paper employed three international relations theories to analyze the Israeli-Palestinian conflict. The three theories used were the neorealist, constructionist and relative deprivation. This paper discussed the conceptual frame of each theory, its major thinkers, as well as its strengths and weaknesses. This study employed phenomenological method to research the Israeli-Palestinian conflict because phenomenology is a valuable qualitative approach to studying human experience. This study argued that the Israeli-Palestinian conflict is considered to be one of the drivers of the security threat and the rise of terrorism in the Middle East and the world. This research stressed that the study of the Israeli-Palestinian conflict is important because it shed light on the differing views on security, cultural identity and religious beliefs of the parties.

UNDERSTANDINGOFTHENEOREALISTCONSTRUCTIONISTANDRELATIVEDEPRIVATIONTHEORIESAPHENOMENOLOGICALSTUDYOFTHEISRAELI-PALESTINIANCONFLICTWITH PRACTICE

APPLICATIONOFINTEGRATIVENEGOTIATION

Strictly as per the compliance and regulations of:

Understanding of the Neorealist, Constructionist and Relative Deprivation Theories: A Phenomenological Study of the Israeli-Palestinian Conflict with Practice Application of Integrative Negotiation

Herve Muyo

Abstract- This study discussed the Israeli-Palestinian conflict as a type of an international conflict. This paper employed three international relations theories to analyze the Israeli-Palestinian conflict. The three theories used were the neorealist, constructionist and relative deprivation. This paper discussed the conceptual frame of each theory, its major thinkers, as well as its strengths and weaknesses. This study employed phenomenological method to research the Israeli-Palestinian conflict because phenomenology is a valuable qualitative approach to studying human experience. This study argued that the Israeli-Palestinian conflict is considered to be one of the drivers of the security threat and the rise of terrorism in the Middle East and the world. This research stressed that the study of the Israeli-Palestinian conflict is important because it shed light on the differing views on security, cultural identity and religious beliefs of the parties. This study will employ integrative negotiation also known as win-win negotiation as practice application that best addresses the Israeli-Palestinians conflict. The following key words of pertained to this study: neorealist theory, social constructionist theory, relative deprivation, phenomenological research, international relations, integrative negotiation.

I. Introduction

Human interaction can often lead to conflict, which can occur anywhere whether in family, in the work place, in communities or between independent states. Conflict is called international when it occurs between sovereign states. A better understanding of the sources of dynamics of international conflict can lead one to work through conflicts more constructively so that positive change might be created.

The first step in understanding conflict is to consider its possible definitions. The variety of the definitions of conflict reveals the complexity of understanding contentious human interactions. For Christopher Moore (2003), conflict is a "struggle between two or more people over values, or competition for status, power and scarce resources." Jeffry Rubin and Dean Pruitt (2003) define conflict as "perceived divergence of interest, or a belief that the parties' current aspirations cannot be achieved simultaneously."

This study will analyze the Israeli-Palestinian conflict as it pertains to the international relations. This paper will use three international relations theories to discuss the Israeli-Palestinians conflict as it pertains to the international conflict type. The three theories that will be used to analyze the Israeli-Palestinian conflict are the neorealist, constructionist and relative deprivation.

The neorealist will be the first theory that will discuss the Israeli-Palestinians. This theory pertains to the contemporary conflict paradigm and is rooted in the international relations theory perspective. This study will discuss the conceptual frame of the theory, its major thinkers, as well as its strengths and weaknesses. This study will also employ the neorealist theory to analyze the Israeli-Palestinians conflict as it pertains to the international relations. The second theory to discuss the Israeli-Palestinian conflict will be the constructionism. This theory pertains to the post-modern conflict paradigm and is rooted in the international relations theory. This research will discuss the conceptual frame of the constructionist theory, its roots as well as the major thinkers pertaining to this theory. This study will also discuss the strengths and weaknesses of this theory. Finally this study will employ the constructionist theory to analyze the Israeli-Palestinian conflict. Relative deprivation will be the third theory that will be use in this study to analyze the Israeli-Palestinian conflict. This theory is rooted in the Marxian perspective. This research will discuss the conceptual frame of relative deprivation theory, its roots, major thinkers as well as its strengths and weakness.

This study will employ phenomenological method to research the Israeli-Palestinian conflict because phenomenology is a valuable qualitative approach to studying human experience. The Israeli-Palestinian conflict is considered to be one of the drivers of the security threat and the rise of terrorism in the Middle East and the world. The study of this conflict will

Author: Ph. D., Nova Southeastern University (USA).
e-mail: herve.muyo@gmail.com

be important because it will shed light on the differing views on security, cultural identity and religious beliefs of the parties. This study will also shed lights on the role of the United States in the Israeli-Palestinians conflict.

My statement of the problem would be the Israelis-Palestinians conflict poses security concerns in the Middle East region and the entire world. Based on my theoretical analysis of this case, I will employ qualitative method of inquiry involving phenomenological research. This study will employ integrative negotiation also know as win-win negotiation as practice application that best addresses the Israeli-Palestinians conflict.

The following are key words of this study: neorealist theory, social constructionist theory, relative deprivation, phenomenological research, international relations, integrative negotiation, win-win negotiation.

II. History and Context of the Israeli-Palestinians Conflicts

The fundamental of the conflict-disputes between the Israelis and the Palestinians lies on the needs for security, safety and peace between both parties. These needs have been framed from the beginning by the UN Security Resolution 242, 1967 and have guided most of peace plans-the exchange of land for peace (Reynolds, 2007). From the proposals since the UN Security Resolution 242, 1967 to the various negotiations that have taken place over decades of years, settlement has been often failed to be reached.

The negotiations in the Israeli-Palestinians conflict from the beginning have involved the principal negotiators known as the Israeli and the Palestinians and the shadows negotiators such as the United States and the Arab countries including Egypt, Jordan, Syria and Iran. There has been misinterpretation with respect to the UN resolution 242, 1967 which called for the withdrawal of the Israeli armed forces from the occupied territories and also for respect for an acknowledgement of the sovereignty as well as the territorial integrity and political independence of every state in the area who has the right to live in peace (Reynolds, 2007). In fact, the resolution is famous for the imprecision of its central phase concerning an Israeli withdrawal - it says simply "from territories". The Israelis argued this resolution did not necessarily mean all territories, but Arab negotiators said that it did" (Reynolds, 2007).

A second resolution 338 linked to the 242 has called for a ceasefire in the war of October 1973 and urged the implementation of 242 in all parts. Following the 1973 resolution, there was a peace agreement attempted in 1978 in the Camp David Accords between the parties. Several other talks and negotiations have been attempted following the 1967 war, but none has reached an agreement until 1977 after the historic visit of an Egyptian president, Answar Sadat (Reynolds, 2007).

At that time, the United States, a shadow negotiator, capitalizing on the new mood and the presence of the Egyptian president pushed for an agreement. They met in Camp David for twelve days and reached two agreements. The first agreement reached was the framework for Peace in the Middle East. This settlement led down the principle for peace and expanded on resolution 242, which agreed that there should be a treaty between Egypt and Israel and called for other treaties between Israel and its neighbors (Reynolds, 2007).

The second agreement, the Camp David was the framework for the peace treaty between Egypt and Israel this followed in 1979, after an Israeli withdrawal from the Sinai. This was the first recognition of Israel as a state by a major Arab country. The treaty has lasted, and it substantially strengthened Israel's position. President Sadat was himself later assassinated (Reynolds, 2007).

Among the other peace talks and negotiations between the Israelis and the Palestinians are the Madrid conference of 1991 con-sponsored by the United Sates and the soviets. The Madrid conference meant to design to follow up the Egypt-Israel treaty by encouraging other Arab countries to sign their own agreements with Israel. According to Reynolds (2007), the conference eventually led to a peace treaty between Israel and Jordan in 1994.

The Oslo Agreement signed in 1993 stipulated that Israeli troops would withdraw in stages from the West Bank and Gaza that a "Palestinian Interim Self-Governing Authority" would be set up for a five-year transitional period, which will lead to a permanent settlement based on resolutions 242 and 338 (Reynolds, 2007). At the other hand, the Camp David talks of 2000 vowed to speed up the withdrawal and self-government provisions of Oslo. Then in 2000, President Bill Clinton sought to address the final status issues - including borders, Jerusalem and refugees - that Oslo had left aside for later negotiation (Reynolds, 2007). At Camp David in 2000, Barak and Arafat failed to agree.

Another peace talk called Saudi peace plan took place in 2002. During this conference, the building of Jewish settlements on occupied land is a key issue in the talks. After the failure of bilateral talks and the resumption of conflict, the Saudi peace plan presented at an Arab summit in Beirut in March 2002 went back to a multi-lateral approach and in particular signaled a desire by the Arab world as a whole to put an end to this dispute (Reynolds, 2007).

After the failure of the Saudi talk, a different plan, the Arab Peace Initiative was put in place. The new initiative suggested that Israel would withdraw to the lines of June 1967; a Palestinian state would be set up in the West Bank and Gaza. In return, Arab countries would recognize the right of Israel to exist (Reynolds, 2007). After different attempts primary and shadow

negotiators put forward a "road map 2003"plan aimed to in the Middle East (Reynolds, 2007).

III. The Neorealist Theory

The neo-realist is one of the most influential contemporary approaches to international relations theory (Powell, 1994). The major thinker of the neorealist theory is Waltz (1997) who was the first to introduce the structural based "Neorealist" theory of international relations. The neorealist theory is opposed to classical realists and sometimes called "structural realists". The neorealist theory defines the international system by anarchy meaning the absence of central authority (Waltz). According to this theory, states are sovereign and thus autonomous of each other; no inherent structure or society can emerge or even exist to order relations between them. States are bound only by coercion or by their own consent. In such an anarchic system, State power is the key indeed, the only variable of interest, because only through power States can defend themselves and hope to survive. The neorealist claims that security is the first goal of every State. Given that goal of security, states will act as best as they can in order to maximize their likelihood to exist. The neorealist views international relations essentially as a story of Great Power politics. Waltz affirms that the international anarchy does not prevent ordering nations within the international community. Nations can balance against other nations, or they can form hierarchies and balance one hierarchy against one or more rival hierarchies (Bordner, 1997).

The central affirmation of Waltz theory of international relations is that all states are security seekers. Waltz has argued that anarchy exists on the international level. Waltz posits that Anarchy exists and calls it structure. He describes the power on the state level as being distributed hierarchically while in the international community it is distributed horizontally. Waltz has also stressed that security seeking states are composed of units. He stresses that States as units are the second dimension of structure (Waltz). As states are security seeking, they tend to replicate each other on the unit level, thus leading to a balancing behavior. The neorealist affirms that anarchy isthe cause of insecurity and conflict between states. Waltz argues that human society could be organized on a cooperative basis rather than a competitive basis.

The neorealist theory understands power in a variety of ways (militarily, economically, and diplomatically) but ultimately emphasizes the distribution of coercive material capacity as the determinant of international politics. In such an anarchic system, State power is the key indeed, the only variable of interest; because only through power can States defend themselves and hope to survive. Furthermore, neorealists have noted that seeking hegemony may bring a State into dangerous conflicts with its peers.

Instead, defensive Realists emphasize the stability of balance of power systems, where a roughly equal distribution of power amongst States ensures that none will risk attacking another. 'Polarity' the distribution of power amongst the Great Power is thus a key concept in Realist theory.

IV. Critics and Limitations of the Neo-Realism Theory

Waltz neorealist theory of international relations has limitations and raises questions. His theory of state being security seekers without being power maximizer sounds unrealistic. It is not possible that states be security seeking without being power maximiser. It is a shared belief that states that seek security will be reluctant to maximize their power for their own survival. Another argument that is unrealistic is Waltz belief that the state can guarantee its own security and actually not know the true intentions and capabilities of another state.

Waltz also believes that states can only have perceptions of another states intentions and capabilities. It is arguable that state cannot be security seeking and not be a power maximize. The neo-realism theory of international relations as conceptualized by Waltz can be used to analyze the Israeli-Palestinians conflicts. Before any attempt to apply this theory to the Israeli-Palestinians conflict it, it is important to situate this conflict in the context and revisit the background history of the Israeli-Palestinians conflicts.

V. The Neo-Realist and the Israeli-Palestinian Conflict

The neorealist theory can be used to analyze the Israeli-Palestinians conflicts as this conflict pertains to the international relations. The neorealist core theory affirms that all states are security seeking. The neorealist is about the security of states, not individuals. States will do everything in their power to protect their own security. The core of the conflicts between the Israelis and the Palestinians is fundamentally the dispute over security versus land. The solution over the conflict can only come through an agreement that allow both parties to exchange security for Israel to land for the Palestinians. According to the neorealist, only states matter, not individuals. Institutions and states remain, but individual passes.

Besides the principal negotiators in the Israeli-Palestinians conflicts, there are a number of shadow negotiators that are committed to the security of both parties in conflict. Arab states such as Egypt and Iran are committed to the security of the Palestinians whereas the United States is committed to the security of the Israeli. For instance, the United States would do anything to ensure that the Israelis are protected from

the Hamas terrorist attacks or the Iranian nuclear weapon. Furthermore, the behavior of the United States in this conflict has been dictated by its willingness to ensure that the security of Israel is protected, the Palestinians recognized the right of Israel to exist as a state. One way of ensuring that is to maximize power of Israel by military cooperation and alliance.

The United States by announcing that President Obama trip in the Middle East is not to propose a new initiative in the peace talk is because President Obama is more concern about Israel security which currently passes though preventing Iran getting a nuclear weapon. In fact during his visit President Obama said in a speech in Israel that he was more concern about the Israel security and will do everything in his power to prevent Iran develop a nuclear weapon. President Obama behaviors underscore his neorealist international relations policy in the world. In fact, he is neorealist for whom all states are security seekers and only states matter, not the individuals. At the other hand, according to this theory, the Palestinians also are concerned about their own security. Palestinians believe with the two states solutions and the exchange of security for land they will guarantee the security of both parties. The Palestinians will do everything they can, including violence and acts of violence to pressure Israel to come back to the table of the negotiation for a settlement because it is important for them to have their own state which put them in security.

VI. The Neorealist Theory: Cooperation and International Organizations

According to the neorealist, a state will cooperate if state security is not placed at risk. The look in the Israeli-Palestinians conflict negotiation shed light on the nature of alliances and corporations between international organization and institution. For instance, both parties have sought cooperation of the United Nations in search of their own security.

The Palestinians has recently sought the recognition of the United Nations as a non member in order to maximize it power and pressure the Israelis to come back to the table of the negotiation. The recognition by an international institution such as the United Nations gives the Palestinians a leverage to pressure the Israeli to resume the peace talk. Nevertheless in support and commitment to the security of Israel, the United States publicly opposed the Palestinians move on seeking the recognition while other countries mainly if the Middle East supported the Palestinians.

Both parties seek support of international organizations and states to side with them for their security. Both parties as security seeking states are concerned about the relative gains made by other states through military and economic cooperation. For instance, the Israeli will consider the United as a friend but Hamas or the Iranians as enemies. This situation can be seen in the Israeli-Palestinians peace process over the years. While the United States government may have had cordial relations with the Israeli, the future direction of the Israeli-Palestinians peace process remains in question, as does its relations with the United States. Coming to a peaceful agreement or settlement of two states will contribute to the security and peace of both Israeli and Palestinians and the security and peace of the Middle East region as well.

VII. Constructivism Theory

Social constructivism is another theory that will be used to analyze the Israeli-Palestinians conflict. Constructivism is often view as the basic theories of international relations. The core idea of the Constructionist theory lies on the affirmation that most or even all important elements of international politics are the product of specific social circumstances and historical processes (Bukika, 2010). The concept of constructionism was first employed by Nicholas Onufin the international study; however, Alexander Wendt (*Social Theory of International Politics*) is the best-known constructivist scholar, emerging during the 1990s as a direct challenge to the ascendancy of Kenneth Waltz's neorealist during the 1980s (Bukika, 2010).

Alexander Wendt, John Ruggie, and Martha Finnemore are among the pioneers of constructionist theory. According to constructivism human relations are guided more by ideas than by material things. This affirmation is an opposing view to Waltz neorealist who has argues that state behavior was determined by the international system in which states existed and operated. Instead, constructivists note that someone (or rather, many people) must have constructed that system in the first place; in fact, that system is continually being built, modified, and rebuilt as we speak (Bukika, 2010).

Constructivists search for how states perceive of themselves and their actions have changed. Unlike the neorealist, the constructionist believes that international system does not exist or that smaller states, in particular, but instead they argue that international society is what human beings make it to be (Bukika, 2010). As a post-modern theory of international relations, constructionist has emerged as a challenger to the continuing domination of neorealist and neo-liberalist institutionalism (Hoft, 1998).

Other major constructivist scholars include John Ruggie and Martha Finnemore (Bukika, 2010).In the international relations realm, constructionist is an international relations theory who has rationalism as a counterpart. Constructionist argues that power, trade relations, international institutions, or domestic preferences are important because they have certain social meanings constructed from a complex and

specific mix of history, ideas, norms, and beliefs which scholars must understand if they are to explain State behavior (Wendt 2000). Constructionist emphasizes on social context in which international relations occur, which leads to emphasis on issues of identity and belief. Moreover, the perception of friends and enemies, in groups and out groups, fairness and justice all become the key determinant of a state behavior.

Constructivism is also attentive to the role of social norms in international politics. Following March and Olsen constructivists distinguish between logic of consequences where actions are rationally chosen to maximize the interests of a State and logic of appropriateness where rationality is heavily mediated by social norms (Wendt, 2000). In other words, according to this theory, the variable of interests such as a military power, trade relations, international institutions or domestic preferences are important not because they are objectives facts but rather because they convey a social meaning; which is constructed by history, ideas, norms, and beliefs which scholars must understand if they are to explain state behavior (Wendt, 2000).

From the constructionist point of view, the Israeli-Palestinian dispute can be understood primarily a conflict of social identity and religious belief constructed from a complex and specific mix of history ideas, norms, and beliefs. Each side reclaiming strongly that the land in dispute has been somehow handed over by a God according to a made promise made and that the other (side) do not have the right to own a piece of it nor to exist.

A close look in the Israeli-Palestinian conflict shows how social identity and religious affiliations play on how secondary parties align themselves with the primary parties; the Israeli with the Egyptians and the Iranians at one hand; the Israeli with the Americans in the other. Parties are bound and formed according to the religious identity and the beliefs of the parties. It is important to reflect on how according to the constructionist theory social identity and religious belief of both side have been formed throughout history.

According to constructionist theory, It is fundamentally the constructed social identity and religious beliefs of each side that should be considered as drivers of the Israeli-Palestinian conflict. These two constructs determine or dictate the social context in which international relations occur and mold the perception of friends and enemies, in-groups and out-groups, fairness and justice between states involved in the conflict. Based on the socially constructed Identity and belief, the Israelis would perceive the Americans as friends and the Iranians as enemies whereas the Palestinians would perceive the Iranians as friends and the United States as enemies.

VIII. Critics and Limitations of the Constructionist Theory

Constructionist has often being criticized of obfuscation and incoherence, ignoring the reality on the ground in favor of increasingly cluttered academic theorizing. In addition, its actual alternative conception lacks ethical consideration or moral validity of actual alternative conceptions of international systems (Bukika, 2010). Although constructivism affirms that present social structures are socially constructed; it does not suggest what social constructions are preferable to others, nor does it suggest, except in vague terms, how one might consciously alter the continuing evolution of state identity and interest in the international system (Bukika, 2010).

IX. Relative Deprivation

This study will employ relative deprivation as third theory in the analysis of the Israeli-Palestinian conflict. Relative deprivation is a contemporary conflict theory rooted in the Marxian perspective. This theory was first coined by Sam Stouffer and his associates in their wartime study *The American Soldier* (1949). It is W G Runciman who in 1996 rigorously formulated relative deprivation as social theory. In the 1980s, relative deprivation was employed in criminology by theorists such as S Stack, John Braithwaite and particularly the left realists for whom it is a key concept.

Relative deprivation (Cliffsnotes.com) refers to the negative perception that differences exist between wants and actualities. In other words, people may not actually be deprived when they believe they are. A relatively deprived group is disgruntled because they feel less entitled or privileged than a particular reference group. For example, in the Israeli-Palestinian conflict, the Palestinians may feel relatively deprived when they compare their political, economic and social situation to that of their counterpart Israelis.

The analysis of the Israeli-Palestinian conflict through relative deprivation theory pin points this dispute as a social discontent that has been translated into social movement. The Palestinians feel that they deserve, or have a right to the same land, opportunity, power and status than the Israelis. They have become the dissatisfied group and have concluded conclude that they cannot attain their goals via conventional methods, whether or not this is the case. That is why the Palestinians have organize themselves into a social movement such as Hamas and seek the help of others like the Hezbollah, Muslim brotherhood, the Iranians because they feel that collective action will help their pursuit of reclaiming the right to a land and a state.

The relative-deprivation theory takes criticism from a couple of different angles. From the sociologists stand point, feelings of deprivation do not necessarily

12

prompt people into action. Nor must people feel deprived before acting. A second critic stresses that relative deprivation has not been able to address why perceptions of personal or group deprivation cause some people to reform society, and why other perceptions do not (Cliffsnotes.com).

The rise of crime in most of the industrial societies has attracted theories, and was used as an explanatory variable in the post-war period. According to Burr, relative deprivation occurs where individuals or groups subjectively perceive themselves as unfairly disadvantaged over others perceived as having similar attributes and deserving similar rewards (their reference groups). This theory contrasts with absolute deprivation, where biological health is impaired or where relative levels of wealth are compared based on objective differences. The theory of relative deprivation is more concern with subjective experiences of deprivation. It argues that deprivation is more likely when the differences between two groups' narrows so that comparisons can be easily made than where there are caste-like differences.

The theory of relative deprivation can be used to explain the disputes between the Israelis and Palestinians over land upon which they dare to build their own state different of that of the Israeli. The Palestinians perceive themselves as entitled to the land in dispute and thinks that they have the same rights as the Israelis. They also feel that they have been disadvantaged and prevented what they are entitled to compare to their counterpart, the Israeli. Furthermore, based on the relative deprivation theory, this conflict can be perceived as a dispute between two groups of which one (the Palestinians) subjectively perceive themselves as unfairly disadvantaged over others (the Israelis). The Palestinians perceive themselves as having similar attributes and deserving similar rewards than the Israelis.

The usual distinction made is that religious fervor or demand for political change is a collective response to relative deprivation whereas crime is an individualistic response. The connection is, therefore, largely under-theorized - a reflection of the separate development of the concept within the seemingly discrete disciplines of sociology of religion, political sociology and criminology(Cliffsnotes.com).

X. Research Method

In order to research the Israeli-Palestinian conflicts as stated above, the phenomenological research method will be used. Using the phenomenological method of inquiry I will research the lived experience of the Israeli and Palestinians who are survival of the conflicts and who live in Israel and Palestine. This study will employ qualitative method of inquiry involving phenomenological research. The phenomenological method will locate the essence of the lived experience of the Palestinians and will describe the meaning of that experience. The expectation will be to create a discourse that would lead to empathize with the participants in the research. This discourse will be essentially about making sense of the Palestinians lived experience of "insecurity" and of being "Stateless" or "Homeless". In other words, what it means for the Palestinians to live without their own land/ state? Or, what it means for the Palestinians to live in a conflict without knowing that there is a peace prospect initiative that might lead to a settlement? It is impossible to be a human being, and not empathize with the survival participants. The question asked during the research would lead participants to express their feelings.

XI. Understanding of the Phenomenological Method of Inquiry

There are three elements that define phenomenological method of inquiry that the research will have to consider when conducting this research method. The first is the social study of the lived experience of a person. In employing phenomenological method of inquiry, the phenomenological researcher has to recognize that the researcher is engaging the Palestinians to relive their experience of being stateless and homeless which becomes a conscious process. The second element is the conscious experience. It is critical to recognize that in answering the researcher's questions, the Palestinians, participants in the research are re-living this experience. The researcher must be careful to recognize that it is a conscious process because the researcher has to take into consideration the fact that he is putting the participant back in time and therefore the researcher should be careful in doing so. This can draw dangerous emotion. The third element is the development of interpretation of the essence of the experience. The researcher needs to recognize that there is an experience, and that experience has many interpretations. The example of the Palestinians re-living their experience of insecurity, living in a land without owning it or the experience of losing of social identity for the first time can underscore the development of interpretation. The more research has people, and because of the spectrum the population, the researcher will have a lot of interpretation for this case.

XII. Back Ground of the Phenomenological Method of Inquiry

The Encyclopedia of Phenomenology(2008) shows, that Husserl's work was followed by a variety of traditional phenomenological writings. The found articles indicate some seven types of phenomenology. (Kluwer

Academic Publishers, 1997). The diversity of traditional phenomenology found in separate First the transcendental constitutive phenomenology which studies how objects are constituted in pure or transcendental consciousness, setting aside questions of any relation to the natural world around us. Second the naturalistic constitutive phenomenology; which studies how consciousness constitutes or takes things in the world of nature, assuming with the natural attitude that consciousness is part of nature. Third the existential phenomenology; which studies concrete human existence such as the experience of free choice or action in concrete situations. Fourth, the generative historicist phenomenology; which studies how meaning, as it is found in our experience, is generated in historical processes of collective experience over time(Stanford Encyclopedia of Philosophy, 2008).Fifth, Genetic phenomenology studies the genesis of meanings of things within one's own stream of experience. Sixth the hermeneutical phenomenology studies interpretive structures of experience, how we understand and engage things around us in our human world, including ourselves and others. Seventh the Realistic phenomenology studies the structure of consciousness and intentionality, assuming it occurs in a real world that is largely external to consciousness and not somehow brought into being by consciousness (Stanford Encyclopedia of Philosophy, 2008).

Although there is diversity of phenomenological method of inquiry, researchers agree on some basic guidelines. They have indicate that the approach to a phenomenological method design should be flexible and adapted to suit the phenomena under investigation (Crotty, 1996; Crotty, 1998;Giorgi, 1994; Giorgi, 1997; Pollio, Henley &Thompson, 1997; Valle, 1998; Valle & King, 1978; VanManen, 1990).

This study will concentrate on hermeneutical phenomenology and transcendental constitutive phenomenology as types of phenomenological inquiry to explicate the phenomenon under investigation (Holroyd, 2001). For the purpose of this study, hermeneutical phenomenology will focus on locating the lived experience of the Palestinians. Moreover, hermeneutical phenomenology is a revisiting of a phenomenal; it is a perpetual self reflective process. In giving an account of what has happened, the researcher is not giving the account of the event looking into the participant life; an event of the participant past in reinterpreting this account of what happened in the past (Holroyd, 2001). For instance, with hermeneutic phenomenology, the researcher revisits the account of the Palestinians story; the researcher will look at the event in a new eye. When conducting hermeneutic research in the context of the Israeli-Palestinian conflict, the following question may be asked: what was it in your experience of being stateless or landless that has changed your life? There is the significance of the event,

the interpretation of the same phenomena. With the question, what is that something has changed, the researcher will look the significance and the interpretation of the significance of that event. It is the reinterpretation of the phenomenon which is in this case of the experience of the Palestinians living in a land that they cannot own.

This study will use the transcendental constitutive phenomenology because it will explicate the essence of the lived experience of the Palestinians in a way that this very experience is constituted in pure or transcendental consciousness. With transcendental constitutive phenomenology, everything is perceived as it was a novel. The researcher is required to remove his bias and hear the account as if it was a novel, the first time. The objective is to have a discriminating account of the event. The focus shifts from researcher interpretation to participant description of their lived experience. The participants describe the situation and the researcher validates, and does not attempt to interpret what the participant is saying, rather the researcher just documents the description of the event and validates it.

XIII. OUTLINES OF PHENOMENOLOGICAL METHOD OF INQUIRY

Phenomenological research attempts to locate the meaning structures developed through the experience of the participants in the study. The following model will be employed in this study as an adaption of Schweitzer (1998) from Giorgi (1997) and will summarize the methodological approach to be used.

Stage 1: Holistic Understanding of the Data

This stage requires reading data, repeatedly if necessary, in order to achieve a holistic and intuitive understanding of the phenomena under investigation. In this stage, the researcher needs to bracket all preconceptions and judgments (Holroyd, 2001). This process helps the researcher contextualize his bias and be objective. For instance, in conducting a research related to the Palestinians experience of the conflict or being stateless, if the researcher is an Arab, he may have a bias. From the beginning, bracketing would help the research to contextualize the researcher's bias. He or she may say I'm an Arab, I'm giving a recount of this event, and I'm trying to be objective, but to let you know I'm a Arab and because of this it may influence my interpretation and the reader would read with the researcher bracket. He has to let the readers know that because of personal experience, research could potentially be influenced by the researcher experience and the reader would read with the researcher bracket and check his/her objectivity.

Stage 2: Forming a Constituent Profile

This stage will summarize the raw data from each participant in the research.

14

a) Natural Meaning Units (NMUs)

NMUs are self-definable, discrete segments of expression of individual aspects of the lived experience of the participantsin the research.

b) Central Themes

Central Themes reduce the NMUs to recognizable sentences conveying a discrete expression of experience.

c) Constituent Profile

The reconstitution of Central Themes that provides a non-repetitive list of descriptive meaning-statements for each participant is termed the Constituent Profile.

Stage 3: Forming a Thematic Index

Constituent Profiles from each participant will be used as a basis to construct a Thematic Index, which willhighlight major themes that will emerge.

a) Delineating Constituent Profiles

As with Central Themes, Constituent Profiles will be reconstituted to remove any repeated or non-relevant statements.

b) Extracting Referents

Referents will be defined as specific words that highlight the meaning of the experience being researched.

Constituent Profiles will be searched for Referents, which will be extracted and listed separately.

c) Thematic Index

The Thematic Index to be used in this research will establish a non-repetitive, sequenced list of meaning statements and Referents will be used to search for interpretive themes. The Thematic Index contains the Constituent Profiles, statements attributed to singular meanings of experience. During this step the data will be examined collectively.

Stage 4: Searching the Thematic Index

This step will enable the comparison of Referents, Central Themes and Constituent Profiles to form a set of Interpretive Themes. It is crucial to note that the focus is on the explication of data that reports the meaning of the lived experience of the participants in the study.

Stage 5: Arriving at an Extended Description

Interpretive Themes will be used to rigorously locate the meaning attributed to the lived experience of the participants in the research.

Stage 6: Synthesis of Extended Descriptions

This step will summarize the Interpretive Themes to produce an in-depth picture of the participants' lived experience (Sherwood & Silver, 1999, pp. 10-13).

Sampling Population

There will be four male participants in this research, aged between 40 and 50. Two of the participants would be members of the Fatah party will be member of the Hamas group. Two of the participants have were involved in the road map peace plan in 2003; and the two others did not and have no intention of participating in the near future. The four participants in the research will be interviewed individually after president Obama's visit in the Middle East. The aim of this study is not be to generalize findings to a population but rather to obtain insights into a phenomenon, individuals, or events; therefore, this study will purposely select individuals, groups that increase understanding of phenomena (Onwuegbuzie & al., 2007). The choice of sample size is very important consideration because it determines the extent to which the researcher will make generalizations. The selected sample size of four participants will enable the researcher to extract thick, rich data (Onwuegbuzie & al., 2007).

Data Collection and Analysis

Data will be collected through interviews, questionnaires and journaling. Participants in the research may be asked to fill out a questionnaire. Participants will be interviewed regarding their experience of 'being-"stateless" and "homeless" or their experience of living in a land they do not own. These interviews will be audio taped. The interviews will be conducted separately, and will be unstructured and will proceed with the research question. Individual subjects who will participate in the study will sign an informed consent. A telephone number for the researcher will be provided in case additional information is desired by the participants .The informed consent will clearly state that participation in the study is strictly voluntary and that participants could withdraw at any time during the process.

In analyzing data, the researcher will first use horizontalization, which will allow the understanding of participants' experience. The researcher will also use cluster of meaning. This technique will enable the researcher to separate textual response to structural response. In separating, the researcher will create themes in the experience of the participants. Second, the researcher will also use textual and structural descriptions. Both textual and structural description are schematized to give me a better understanding of the phenomenon, based on these responses the researcher is going to unified the structural and the textural account for better understanding of the phenomenon. Third, the researcher will use presentation of the Invariant Structure; a combination of unified textural and structural descriptions (Campbell, 2011). In unifying all the variation in textual and structural, it becomes an understanding of the phenomenon. That all the research is about, to find a unify theme for the research. It gives a more precise account of the experience; it allows a new load of an inquiry, and shows what it describes and what it does not describes. It is important to recognize that the most important thing is not to force a research

model onto the researcher interest but what it is that the researcher finds interesting; the story he or she wants to tell and present to the readers (Campbell, 2011).

Research question

What is the experience of being stateless or homeless? This question will facilitate a free dialogic flow between research and the participants, which allowed other open-ended questions to be asked during the interview based on the emergent data. The point of this research will be to locate the (cognitive) essence of the phenomenological experience of living in a land the participant do not own. In addition, this research also will locate the emotional, visual lived experience of the participants.

There will be two types of questions, a general question and an interview question which should reinforce the research question. For instance recount about how it feels when President Obama declare that he is not coming to resume a new initiative for the peace process between the Israeli and the Palestinians? When asking these questions, the researcher will always empathize with the participants.

The first question: What is the participant experience in term of the phenomenon? The researcher will be asking participants about their experience. The participants will reflect back and give the researcher an account of their experience. For instance, a participant tells the researcher an account of this experience. It is in this point that the researcher can decide to select either a hermeneutic description and interpret the experience and convey the interpretation back to the participant and the researcher would validate or invalidate. The researcher will always make sense of the experience. The second question would be a causal question, how it feels to be foundin this situation. The researcher will want to have a causal relationship between the participants and what led to the event. There may be a textual question, how in analyzing the experience the researcher finds him self or herself?

Questions should draw in common themes. It should pertain either from the experience. The more the themes of the question relate to the phenomena, the response to the question should point back to the greater understanding of the phenomena. The whole point is to engage the participants to have a better understanding of the phenomenon. Question should also urge participants to identify the effect the phenomenon has in their life. How these experiences affect their lives? The entire question should pertain to the understanding of the phenomenon.

XIV. NEGOTIATION AS PRACTICE APPLICATION TO THE ISRAELI-PALESTINIANS CONFLICT

There are many practice applications and approaches that can address the Israeli-Palestinians conflict. Nevertheless, based on the analysis of this conflict identified as international conflict, negotiation has been chosen as the best practice application that can address the Israeli-Palestinians. As the Israeli-Palestinians conflict pertains to the international type of conflict, negotiation practice can help the parties reach a settlement or agreement (Lewicki, 2011; Brodow, 2006). In addition, similar forms of negotiation have been used in similar international conflict situations and have produced good results.

There are several negotiation approaches that are employed in the field of negotiation. This study will employ integrative negotiation (win-win approach)as practice application to resolve the Israeli-Palestinians because integrative negotiation involves looking for resolutions that allow both sides to gain. Integrative negotiation allows negotiators to work together towards finding solution to their differences that result in both sides being satisfied (Lewicki, 2011).

The integrative approach to negotiation can be of great benefit in resolving any differences that arise between people or parties in an international basis. Unlike the distributive negotiation model, the integrative approach is known as power with, collaborative and win-win (Lewicki, 2011). It creates a free flow of information in order to understand the other negotiator's real needs and objectives. Fourth, it emphasizes the commonalties between the parties and minimizes the differences. It searches for solutions that meet the goals and objectives of both sides. There are key points for a successful integrative negotiation outcome. They include a focus on maintaining the relationship - 'separate the people from the problem'focus on interests not positions, generate a variety of options that offer gains to both parties before deciding what to do, aim for the result to be based on an objective standard (Lewicki, 2011). In addition, there are also factors that facilitate successful integrative negotiation. Such factors are common objective or goal, faith in one's own problem-solving ability; beliefs in the validity of one's own position and the other's perspective, the motivation and commitment to work together, trust, clear and accurate communication, an understanding of the dynamics of integrative negotiation (Lewicki 2011). During the negotiation, the Israeli and the Palestinians as primary negotiators may use secondary negotiators or shadow negotiators such as the United States and Egypt. The United States and Egypt may also be used as third parties in the negotiation. The aims of these negotiations will be to resume the peace process that has stalled and possible negotiate an agreement on the exchange security for the Israeli in exchange for Peace for the Palestinians which is a win-win solution. The two states solution if settled will provide security not only for the two states of Israeli and Palestine but also the entire Middle East and the whole world.

Because conflict escalation impedes communication and lead to attribution error,

understanding perception, cognition and emotion are critical for a successful negotiation. Humans are both cognitive and emotional animals and emotions affect other faculties especially in conflict. Negotiator should also pay attention to the factors that may influence the perception of each other. These factors are Pre-disposition [the baggage we bring]. Many perceptual errors, stereotyping – group attribution, halo effect – extrapolation from one factor, selective perception (and memory), projection (of self image, thoughts etc, verbal and non-verbal), attribution and attribution error (Lewicki, 2011; Brodow, 2006).

Negotiation as application practice through the interactions of the parties will help change the perception that each party hold. This important process of the negotiation is framing; which is a thought organization of perceptions into the meaning, and action because same incident can be understood differently by different people (Lewicki, 2011). Framing can also be defined as a human formulation. It can change the process of negotiation.

XV. Stage of Integrative Negotiation

In the context of this international conflict, it will be critical to follow a structured approach to integrative negotiation stages in order to achieve a desirable outcome. For instance, in the Israeli-Palestinian conflict situation a pre-meeting may need to be arranged in which the primary negotiators such as the Israeli and the Palestinians and the secondary negotiators such as the Egyptians and the United States and third parties such as the French and the English) involved can come together. The process of negotiation will include the following steps:

a) Preparation
b) Discussion
c) Clarification of goals
d) Negotiation towards a WIN-WIN situation
e) Agreement
f) Implementation of a course of action

a) *Preparation*

Negotiators need a good and serious preparation before entering the negotiation. A decision needs to be taken as to when and where a meeting will take place to discuss the problem and who will attend (Skills You Need, 2012). A limited timescale will be set in order to prevent a continuing disagreement. In this stage, a third party such as the French or the English involve in the negotiation may ensure that pertinent facts of the situation are known in order to clarify the parties' position. In the Israeli-Palestinians conflict situation case for instance, this would include knowing the "culture" of the Middle East which may have "rules", or "laws" to which you can refer in preparation for the negotiation (Skills You Need, 2012).

b) *Discussion*

At this stage, the Palestinians and the Israeli will make their case as they see it. They will discuss their perception of the conflicts. At this stage, the French and the English as third parties will use questioning, listening and clarifying. The neutral third party may take note forward in case there is a need for further clarification. It is critical to listen, as when disagreement takes place it is easy to make the mistake of saying too much and listening too little. The third parties will ensure that each side be given an equal opportunity to present their side of the story.

c) *Clarifying Goals*

This is an important step during the negotiation process. The third parties such as the French and the English will ensure that from the discussion, the goals, interests and viewpoints of both the Israeli and the Palestinians of the disagreement need to be clarified. It will be important to remember list these in order of priority. At this stage, one thing to work on is to identify or establish common grounds.

d) *A WIN-WIN Solution*

The integrative approach will focus on the win-win outcome through which the Israeli and the Palestinians will reach an agreement of two states solution. Both parties will ensure that the security of Israeli is guaranteed, and the Palestinians have the rights to own a land upon which they will build the State of Palestine. Through a win-win solution, both parties should feel they have gained something positive and also that their point of view has been considered.

The win-win solution will be the best solution when dealing with this international conflict type. This will be an ultimate goal that needs to be a pursuit. A win-win solution will be the best outcome of the negotiation (Skills You Need, 2012). However it may not always be possible but through negotiation it should be the ultimate goal. In addition, suggestions of alternative strategies and compromises may also be considered at this stage.

e) *Agreement*

The third party will ensure that understanding of both parties' points of view and interests are considered before reaching any agreement. It will be therefore critical, for parties and the third party as well to keep an open mind in order to achieve a solution. Whenever an agreement is about to be achieved it will also be important to be transparent, and understand what has been decided.

f) *Implementing a Course of Action*

After the agreement, a course of action has to be implemented, and carry through the decision.

Failure to Agree

If the process of negotiation breaks down and agreement cannot be reached, it will be necessary to

call for a further meeting. This provision has the benefit of preventing the parties becoming embroiled in a heated discussion or argument, which not only wastes valuable time but can also damage future working relationships. At the subsequent meeting, the stages of negotiation should be repeated. Any new ideas or interests should be taken into account, and the situation looked at fresh (SkillsYouNeed, 2012). At this stage, it may also be helpful to look at other alternative solutions, and bring in another person to mediate.

XVI. Conclusion

This study discussed the Israeli-Palestinian conflict as a type of an international conflict. This paper employed three international relations theories to analyze the Israeli-Palestinian conflict. The three theories used were the neorealist, constructionist and relative deprivation. This study discussed the conceptual frame of each theory, its major thinkers, as well as its strengths and weaknesses.

This study employed phenomenological method to research the Israeli-Palestinian conflict because phenomenology is a valuable qualitative approach to studying human experience. This study argued that the Israeli-Palestinian conflict is considered to be one of the drivers of the security threat and the rise of terrorism in the Middle East and the world. This research stressed that the study of the Israeli-Palestinian conflict is important because it shed light on the differing views on security, cultural identity and religious beliefs of the parties.

This study will employ integrative negotiation also know as win-win negotiation as practice application that best addresses the Israeli-Palestinians conflict. The following key words of pertained to this study: neorealist theory, social constructionist theory, relative deprivation, phenomenological research, international relations, integrative negotiation, win-win negotiation.

References Références Referencias

1. Bordner, B.(1997). Rethinking Neorealist Theory: Order within Anarchy, University of Virginia.
2. Bukisa.com(2010). Constructivism: International Relations Theory in Brief. http://www.bukisa.com/art icles/335688_constructivism-international-relations-theory-in-brief
3. Brodow, E. (2006). *Negotiation boot camp: How to resolve conflict, satisfy customers, and make better deals*. New York, NY: Doubleday.
4. Bush, R. A., and Folger, J. (2005). *The Promise of Mediation: Transformative Approach to Conflict.* San Francisco: Jossey-Bass.
5. Cloke, K. (2001). *Mediating Dangerously: The Frontiers of Conflict Resolution.* San Francisco: Jossey-Bass Publishers.
6. Crotty, M. (1996). *Phenomenology and nursing research*. Melbourne: Churchill Livingstone.
7. Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. St Leonards(NSW): Allen & Unwin.
8. Giorgi, A. (1994). A phenomenological perspective on certain qualitative research methods. *Journal of Phenomenological Psychology*, *25*, 190-220.
9. Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology*, *28*, 236-60.
10. Greenberg, J. (2013). Israel restores tax transfers to Palestinians following Obama visit. http://articles.wa shingtonpost.com/2013-03-25/world/37995860_1_ palestinian-tax-funds-successful-palestinian-bid-tax es-and-customs-duties
11. Hoft, T. (1998). The Promise of Constructivism in International Relations Theory. *International Security*. Vol. 23, No. 1, pp. 171-200: The MIT Press.
12. Holroyd, C. (2001).Phenomenological Research Method, Design and Procedure: A phenomenolo-gical investigation of the Phenomenon of Being-in-Community as Experienced by two Individual who have participated in a community building workshop. *Indo-Pacific Journal of Phenomenology, Volume1, Edition* .www.ipjp.org.
13. Lewicki, R. J., Saunders, D. M., & Barry, B. (2011). *Essentials of negotiation.* NewYork, NY: McGraw Hill.
14. Moore, C. W. (2003). *The mediation process: practical strategies for resolving conflict*(3. ed.). San Francisco: Jossey-Bass.
15. Pruitt, D. et Rubin, J. (2003)Social Conflict: Escalation, Stalemate, and Settlement
16. Pollio, H. R., Henley, T. B., & Thompson, C. J. (1997). *The phenomenology of everyday life*. Cambridge: Cambridge University Press.
17. Powell, R. (1994).Anarchy in International Relations Theory: The Neorealist-Neoliberal Debate. *International Organization*. Vol. 48, No. 2, pp. 313344.
18. Slaughter, A.M.(2011). International Relations, Principal Theories. http://www.princeton.edu/~ slaughtr/Articles/722_IntlRelPrincipalTheories_Slaug hter_20110509zG.pdf
19. Stanford Encyclopedia of Philosophy (2008). Phenomenology. http://plato.stanford.edu/entries/ phenomenology/
20. Valle, R. S., & King, M. (Eds.). (1978). *Existential phenomenological alternatives for psychology*. New York: Oxford University Press.
21. Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: SUNY Press.
22. Skills You Need (2012) *A frame work for negotiation* [online] available at http://www.skillsyouneed.com/ ips/negotiation2.html (Accessed March 31 2013)

Understanding of the Neorealist, Constructionist and Relative Deprivation Theories: A
Phenomenological Study of the Israeli-Palestinian Conflict with Practice Application of Integrative
Negotiation

23. Reynolds, P. (2007). History of failed peace talks.nBBCNews.http://news.bbc.co.uk/2/hi/middle_east/6666393.stm

24. Rao, S. R. (2008). Third Party Negotiations. http://www.citeman.com/3819-third-party-negotiations.html#ixzz2PSAW0YS3

25. Palestinian-Israeli Relations. The ongoing struggle and the Middle East peace process.

26. http://www.myjewishlearning.com/israel/Contemporary_Life/Israeli-Palestinian_Relations.shtml

27. http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/keyplayers/keyplayer2.html

28. http://www.cliffsnotes.com/study_guide/Social-Movements.topicArticleId - 26957, articleId- 26952.html

29. Creswell, J. W. (2007). *Qualitative inquiry and research method: Choosing among five approaches* (2nd. ed.). Thousand Oaks, CA: Sage.

30. Onwuegbuzie A. & Leech, N. (2007). Sampling Designs in Qualitative Research: Making the Sampling Process More Public. *The Qualitative Report.* Volume 12 Number 2 June 2007 238-254 http://www.nova.edu/ssss/QR/Q R12 - 2/onwuegbuzie1.pdf
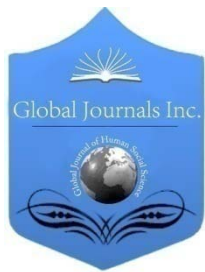
Teaching and Learning of Drawing for Book Design and Illustration: A Study of Higher Education in Publishing

By Akosua Tachie-Menson, Nana Afia Opoku-Asare & Harry Barton Essel

Kwame Nkrumah University of Science and Technology, Ghana

Abstract- The Publishing Studies department of Faculty of Art, Kwame Nkrumah University of Science and Technology (KNUST), Ghana, offers graduate training in three career paths: Book Design and Illustration (BDI), Printing Technology and Management as well as Publishing Administration. A survey of 555 students in Years 1-4 revealed a skewed distribution of 47 in BDI, 285 in Printing, and 223 in Administration; manual drawing, which is required for specialisation in BDI, is a major threat to patronage in this Publishing Studies programme option. To understand this phenomenon required observation of drawing lessons and interviewing a convenience sample of 34 BDI students over two semesters. This qualitative study found that ability to draw significantly affects students' decision for BDI: 12 reported good manual drawing skills for careers in illustration; 19 had limited drawing skills and preferred designing with computers; 3 had developed interest in drawing from Year 1 but preferred both aspects. Adopting a sequential methodology for teaching drawing could equip more students with high quality drawing skills to boost patronage and sustain BDI.

Keywords: teaching; learning; drawing; book illustration; publishing industry.

GJHSS-A Classification : FOR Code: 1999

TEACHINGANDLEARNINGOFDRAWINGFORBOOKDESIGNANDILLUSTRATIONASTUDYOFHIGHEREDUCATIONINPUBLISHING

Strictly as per the compliance and regulations of:

Teaching and Learning of Drawing for Book Design and Illustration: A Study of Higher Education in Publishing

Akosua Tachie-Menson [α], Nana Afia Opoku-Asare [σ] & Harry Barton Essel [ρ]

Abstract- The Publishing Studies department of Faculty of Art, Kwame Nkrumah University of Science and Technology (KNUST), Ghana, offers graduate training in three career paths: Book Design and Illustration (BDI), Printing Technology and Management as well as Publishing Administration. A survey of 555 students in Years 1-4 revealed a skewed distribution of 47 in BDI, 285 in Printing, and 223 in Administration; manual drawing, which is required for specialisation in BDI, is a major threat to patronage in this Publishing Studies programme option. To understand this phenomenon required observation of drawing lessons and interviewing a convenience sample of 34 BDI students over two semesters. This qualitative study found that ability to draw significantly affects students' decision for BDI: 12 reported good manual drawing skills for careers in illustration; 19 had limited drawing skills and preferred designing with computers; 3 had developed interest in drawing from Year 1 but preferred both aspects. Adopting a sequential methodology for teaching drawing could equip more students with high quality drawing skills to boost patronage and sustain BDI.

Keywords: teaching; learning; drawing; book illustration; publishing industry.

I. Introduction

D rawing as a universal language for self-expression is an important tool for conveying otherwise concealed meanings of intentions to the general public. Learning to think creatively is important in drawing but learning the fundamentals of drawing is the most important skill to be acquired (Blavatt, 1993). "Drawing is a language from which other languages and visual communication have developed" (Douet, 2000:6); drawings composed as illustrations in children's books for example, can summarize very long text. Drawings in books, magazines, and other printed materials educate, communicate, enlighten as well as provide information to readers, and to instill a sense of identity, belongingness and patriotism amongst them.

Essentially, drawing refers to the skill of making pictures or designs with a drawing tool such as pen or pencil. It is a formal artistic creation which serves as a means of visualizing ideas, a production of a successful planning as well as an interactive tool between draftsmen and their environment (Encyclopedia Britannica, 2007). Drawing is also described as a picture drawn by hand and printed in books or magazines or the use of lines to represent forms on a surface to create images. The debate on what constitutes drawing includes the idea that drawing is the root of all visual arts (Bommer, 1999) and drawing as the basis for furthering all other works of art, and hence the foundation for all works of art, as well as a finished art work (Mitter & Howze, 2007).

Bommer's (1999) explanation emphasizes the idea that visual art started with drawing of outlines to form preliminary sketches before other works of art were executed whereas Mitter and Howze (2007) consider drawing as the basis for furthering other works of art. The latter explains that when drawing reached its peak between 1525 and 1600 BC, it was mandatory for artists under training in the Bologna schools to first draw before they could proceed to paint, etch, sculpt or undertake any other form of art. In this regard, Merritt as cited in Douet, (2000) describes her drawings as never done when the first preliminary sketches she considers "discoveries" are not executed.

The New Encyclopedia Britannica (2003) and Microsoft Encarta (2007) agree that drawing is the foundation for all works of art and at the same time a finished art work, implying the dual purpose of drawing as a starting point for all visual arts while also constituting complete works of art. As preparation for other practices and an end in its own way, the World Book Encyclopedia (2001) views drawing as a means of advancing other art works and simultaneously constituting complete works of art. Although artists rely on drawing to pursue other types of art, drawings are autonomous works of art (Wilson, Hurwitz & Wilson, 1999). Drawing may be termed complete works if the principles of accuracy, detailing and precision are adhered to or as preliminary works for furthering other arts depending on the intentions of the artist (Douet, 2000).

a) Functions of Drawing

The principal understanding of drawing as a way of recording what artists see about themselves and their environment is widely held. Drawings serve many natural purposes such as teaching aids to intercede between the conceptions of "apprentices" or "students"

Author α σ ρ : Department of Art Education, Kwame Nkrumah University of Science & Technology, Ghana e-mails : akosford12@gmail.com, afia_asare@yahoo.co.uk, bartoness@gmail.com

and a master's finished works (Wilson et al., 1999), hence a tool for education. Drawing is also meant to achieve an imitation of existing references in nature, to track down the illusion of visual experience of the material world, and communication of multifaceted intellectual and spiritual significance (Miller, 2008). Drawing is not only the foundation for all painting but the sketches seen in artists' sketchpads are personal shorthand notes or recordings of their preoccupations with the world about them (Encyclopedia and Irish World Art, 2008).

b) Drawing Techniques

Drawing techniques include an awareness of the proportions of objects in relation to each other, and the shape of the 'negative space'. Full use should be made of the area of support being worked on. Liveliness, depth, and interest can be created with the use of a range of contour lines, both in width and density; as different grades of pencil give a variety of lines. Unless making a contour drawing, the use of shading techniques such as hatching, will add form and texture. To give instant depth to the drawing, the darkest tones visible should be blocked in first. The tones should then be built up, and finally the extreme highlights added to bring the drawing to life (The Free Dictionary, 2007).

Kimon (2001) describes drawing techniques in terms of blind contour, gesture, grisaille, mass, and scribble drawing. Other techniques drawing students can learn to use include outline drawing, outline to suggest light and shade, value drawing, and negative drawing. The use of outline drawing to suggest light and shade is regarded as a technique Vincent van Gogh used to suggest lines as the basis for drawing. In this sense, Mitter and Howze (2007) have cited Van Gogh for adopting contrasting lines to balance light and dark values to produce unified and appealing drawings that showed a wide variety of textures, defined spaces and identified shapes. Drawing Coach (2010) however, encourages artists to use what works best for them, with none thinking that there is something wrong with a chosen method. The choice of one technique over another depends on what is being drawn and how the artist wants the rendition.

c) Observation in Drawing

Observation is essential in drawing as it trains the draftsman's eyes to look critically at details in order to produce something that is honest for the viewer (Encarta World English Dictionary, 2002). Observation involves the principle of painstakingly paying attention and critically scrutinizing an object, event or phenomenon in order to record what is happening correctly. This enables the artist to capture the size, shape, colour, lines and texture of the objects in total precision in order to reproduce them accurately in realistic and abstract drawings (Murphy, 2007). When

drawing, the function of a draftsman's eyes is more critical than what the hand does on paper with the drawing tool (Drawing Coach, 2008). Observation in drawing involves the use of all the senses: hearing records sounds and rhythms or arrangement of pattern on objects; smell records strong or mild scent, good or bad odour of objects; tasting enables recording of bitter or sweet sensation if the object is edible or perceptions of bitterness or sweetness.

While the hand touches the object to feel texture as smoothness or roughness, hotness or coldness, hardness or softness, the sense of kinesthesia perceives and registers heaviness or lightness of objects. Studying objects in totality helps to understand objects before and during drawing. For this reason, any course in drawing must train students' eyes to observe in much detail to enable them produce drawings that are honest representations of what they see. They should also be taught how to observe intensely and what should be observed.

d) Beginning to Drawing

With regards to rendition of drawing, Mitter and Howze (2007) and Ruskin (2009) recommend that drawing should begin by first constructing outlines of the objects or subjects to be drawn but Artists, International Dictionary of Art and Artists (1990) and South (2009) say artists must start drawing by first rendering the values or tones of objects and subjects. Beginning drawing by first creating "lines" or "outlines" as the foundation of drawing reflects the practice of late 18th and early 19th Century artists such as Toulouse-Lautrec, Edgar Degas and Paul Cezanne who used lines to draw before George Seurat's technique of pointillism took away line drawing (Mitter & Howze, 2007). To Ruskin (2009), beginners must begin by drawing even lines slowly and in various directions until the whole of the object or subject is achieved. Drawing Made Easy (2006) also recommends that the teacher places the object to be drawn at a convenient spot near the blackboard and points out the outline of the object for the students to begin to draw.

Drawing can also be done by first shading the different tones of objects and subjects as the Venetian Rococo style artists Jean Antoine Watteau, Paolo Veronese, Giovanni Battista Tiepolo and Francesco Guardi practised (Artists, International Dictionary of Art and Artists, 1990). South (2009) however, calls for drawing to start by executing areas of light, dark, and in-between tones rather than registering the outline of the edges of what is to be drawn. The explanation is that lines or outlines as beginning of drawings only define visible edges and fail to tell anything about light and dark. This is based on anthropological reports on cave art which posit that prehistoric man drew hard and linear lines before filling them with colour, suggesting that there is no hard and fast rule on how to begin drawing.

e)   Teaching and Learning of Drawing

Learning is about exploring, conceptualizing, experimenting and interacting. Effective learning therefore comes by exposing the learner to the learning situation (Kochhar, 2004). "Because acquiring drawing skills is appropriate for learning drawing, the teaching of drawing must necessarily follow a logical sequence to enable all learners learn the designed knowledge and skills for drawing effectively" (Kochhar, 2004:200). The premise is that drawing focuses on effective coordination of mind and muscle to culminate in the production of swift and meaningful patterns of movement, which has to be learned. Essentially, learning to draw depends on a gradual laid down process of teaching from the basics so that learners can slowly and consciously build on them to acquire the necessary knowledge and skills to enable them draw accurately (Lee, 2000). The premise is that successful learning through a sequential progression of activities will ultimately lead to students' mastery of knowledge and skills in drawing.

II.   Data Collection

The study sought to describe how the teaching of drawing in the Publishing Studies programme in KNUST influences acquisition of requisite skills for career development in book design and illustration and the job market; and the relevant factors that influence first year undergraduate students' decision to specialize in Book Design and Illustration (BDI) and not Printing Technology and Management or Publishing Administration. The rationale was to understand why only 47 students (Year 2=11, Year 3=26, Year 4=10) were specializing in BDI which is perceived as art oriented as compared to 285 in Printing and 223 in Administration. This led to adoption of the qualitative research approach with direct observation to understand how the drawing curriculum is delivered on the programme from Year 1 - 4 for two semesters and in-depth interview of a convenience sample of 34 (representing 73%) of the 47 BDI students (13 were absent on first day of interview) to ascertain the extent to which pre-entry drawing experience and / or the teaching of drawing in Year 1 influenced their decision for career development in book design and illustration.

III.   Discussion of Findings

A study of the Year 1 curriculum for the Publishing Studies programme shows drawing as a core course, ostensibly to bridge the knowledge and skills gap between students who enter the programme with and without prior learning of drawing and also ensure equitable distribution of students on its three specialised career paths in the publishing industry: Printing Technology and Management (PTM), Publishing Administration (PA) Book Design and Illustration (BDI).

Courses BI 151 and BI 152 Drawing are studied over two semesters. Course BI 151 Drawing is taught in the first semester whereas BI 152 Drawing is taught as a follow up course in the second semester. These two-credit hour courses were designed to provide adequate knowledge and skills in Book Design and Illustration for career development. Only students who specialize in BDI from Year 2 continue with studies in drawing up to Year 4.

As James (2006) posits, prior knowledge is a significant factor that influences student academic achievement and a powerful determinant of learners' capacity to learn new material. As regards the department's policy of no restrictions in entry qualifications, the study revealed that eight (representing 23%) of the 34 respondents who had no previous learning of drawing but were specializing in BDI as a result of interest and passion the teaching of drawing in Year 1 had instilled in them; sixteen (or 47%) had learned to draw on the Senior High School (SHS) Visual Arts programme; whereas eight had only learned to draw on the programme. Others had acquired the skill through self-tuition which they found adequate for the Year 1 course.

The interviews revealed that nineteen (or 56%) of the 34 BDI students had prior knowledge in drawing up to High School while fifteen (or 44%) of them had no formal training in drawing. This justifies the institutionalization of BI 151/152 Drawing in Year One to provide equal opportunity for all the students to access Publishing Studies programme. The different levels of drawing skills reportedly acquired by the respondents attest to the knowledge and skills deficiency the students had brought to the course. Thus, the teaching of drawing should focus on development of fundamental knowledge and skills in drawing which includes familiarity with the tools, materials and techniques for drawing. Adopting a step-by-step methodology that builds on the level of drawing required to satisfy the Basic Design and Technology (BDT) curriculum for Junior High Schools will make it easy for the 'less able to draw' students to understand drawing and learn the technicalities in the Year 1 drawing course.

There is however, the challenge of differentiating learning activities and assignments to encourage the 'more able to draw' students to extend their learning and not waste time while the lecturers attend to their 'artistically less able' peers. Bridging the gap between the 'less able' and the 'adequately able' may not be as tough as bringing the 'drawing disabled' students up to attain the standard of drawing required to access BDI if they are interested in it. The question that needs asking is: 'what scope of content and studio assignments can adequately address this knowledge and skills gap to enable quality learning and professional capacity building in higher education?' This is an area of further research interest.

In assessing the extent to which the students' pre-entry education had prepared them for higher education in publishing studies which has no corresponding programme in Ghana's senior high schools, it was realized that nineteen (56%) of the 34 students interviewed had studied art at both Senior High School (JHS) and Senior high School (SHS) and were taught to draw. Of this number, nine (or 27%) reported having been taught from the basics in a logical and sequential order that enabled them to acquire a high standard of manual drawing skill which had adequately prepared them for higher education in programmes that demand drawing; opting for specialization in BDI was therefore appropriate. On the contrary, the other ten (or 29%) reported studying art in JHS and SHS without emphasizing on acquisition of drawing at either level and had thus not been adequately prepared for specialized studies in BDI which demands high level drawing skills.

Although seven (or 21%) of the 34 students reported they had learned to draw through self-tutelage which enabled them to pass their exams and gain entry into higher education, evidence from the interview revealed they had not acquired enough knowledge from the sources they used; they also had no idea what the different techniques of drawing were and therefore rated themselves ill-prepared for studies that demand drawing, including BDI. Interestingly, eight (or 24%) of the 34 students had never learned to draw; their motivation for specializing in BDI stemmed essentially from the interest and passion for drawing they had developed from the Year 1 drawing course. This suggests the need to encourage effective teaching of drawing within the pre-university Visual Arts programme to generate sufficient interest in drawing and thereby encourage more students with the relevant skills to opt for tertiary education in publishing studies and specialize in book design and illustration to sustain the book sector of the publishing industry. Although skewing admission to favour applicants with good passes in Visual Arts could improve intake into BDI with more 'drawing able' students and promote career development in book design and illustration. this could also deny the 'less able but willing to learn' applicants the opportunity to develop their creative potentials through BDI.

a) *Specializations in BDI*

The study found that the Book Design and Illustration (BDI) consists of Book Design which involves intensive application of computer software such as Photoshop, Corel Painter, Adobe Illustrator and Corel Draw for book designing; and 2) Book Illustration which involves manual drawing of objects using assorted drawing tools and materials and requires exercises in critical observation, hand and eye coordination, drawing and shading techniques, for example, to execute a variety of drawings required for illustrating text in books and other printed materials. Of the two components, nineteen (or 56%) of the 34 students were specializing in Book Design mainly because they had inadequate manual drawing skills unlike twelve (or 35%) who were majoring in Book Illustration by reason of their ability to draw well; the remaining three (9%) were specializing in Design but wished they had opportunity to study both aspects of BDI.

Having 56% of the 34 BDI students majoring in computer-aided book design as compared to 35% in manual drawing for book illustration implies that the teaching and learning of art in the Basic Design and Technology and Visual Arts programmes in JHS and SHS respectively are not providing enough capacity for higher education in publishing studies. The disparity between career development in book design and book illustration makes it imperative for the lecturers responsible for delivering courses BI 151 an BI 152 to adopt a back-to-the-basics, step-by-step process of teaching drawing in Year One to generate interest and encourage more Year 1 students on the Publishing Studies programme to opt for specialization in BDI to boost the publishing industry.

To Hailikari et al. (2008), it is beneficial for students to develop an integral framework from the start of their studies as good quality learning forms an important basis for future learning. Besides, it is not possible to assimilate new knowledge without having some structure developed from previous knowledge as effective learning proceeds primarily from prior knowledge and only secondarily from presented materials. Furthermore, Mednick (2006) postulates that any effort to teach from the negative must necessarily provide a path into the subject for the learner with respect to that learner's previous knowledge. Undoubtedly, students who lack prior learning in drawing will find it difficult following lessons and learn enough to explain text through appropriate illustrations that communicate effectively to facilitate understanding.

To facilitate effective acquisition of good drawing skills, Kochhar (2004) recommends teaching through graduated tasks of generally low level difficulty to complex content that is more difficult to learn. This strategy will encourage more Year 1 students to acquire the relevant skills that can help them to progress through the Book Illustration option of BDI to enable them manually execute appropriate and effective illustrations for books and other published literary materials.

When asked to rate the standard of teaching they experienced from Year 1, nineteen (or 56%) of the 34 BDI students interviewed said the experience was just adequate for them to satisfy course requirements while three (or 9%) reported high quality teaching for the purpose; six (representing 18%) said teaching had been good enough to enable them improve upon their drawing skills. Interestingly, the six remaining students

(or 17%) of the 34 students rated the standard of teaching average with the view that the drawing skills they brought to the programme had only marginally improved. The implication is that the teaching of drawing from Year 1 of the publishing studies programme should start from simple activities that can be gradually scaled up to difficult tasks to enable the students understand drawing and also improve upon their knowledge and skills towards attaining excellent draftsmanship in book development.

With regards to why the BDI students fail to attain good drawing skills, half of the students interviewed said they do not understand what is taught them in drawing; 24% saw drawing as a 'difficult to learn' subject and although they strive to do well, they get discouraged by unpleasant comments their drawing lecturers and colleague students make about their drawing abilities. It was also realized that intense competition among the 'more able' and 'less able' to draw students during classes make it difficult for many of the 'less able' students to concentrate on the teaching procedures or openly exhibit their drawings; this prevents them from grasping the essentials of drawing that facilitates effective learning in class. Considering that not all the students had previously learned to draw and had the foundation for Year 1 drawing to build on and address inequalities in knowledge and skills in drawing highlights the need for teaching to proceed in a sequential manner so that all the students can become proficient in drawing to ensure equity distribution of students on the three options of the programme.

This reflects Franzoni and Assar's (2009) call for teachers to adopt small orderly steps that are logically associated to the problem being solved and a step-by-step student-centered approach that is guided by understanding of the theory of multiple intelligences (Giles et al., 2003 as cited in Agbenatoe, 2011) and ensure that instruction is not inappropriate to the learning styles of students who are not learning (Hampton, 2009).

When the students were asked whether their level of knowledge in drawing would gain them employment as professional book illustrators, twenty-two (or 64%) of the 34 students said no, with the reason that they had not attained enough drawing proficiency for that purpose. They had not even developed sufficient interest in drawing to desire employment in illustration. The students insisted that those who want to attain advanced skills in drawing would need extra tuition to upgrade their drawing skills after graduation. However, the students who affirmed they had gained all the knowledge and skills they need in drawing regarded themselves as professional illustrators even before graduation.

The fact that 22 of the 34 BDI students interviewed did not report efficacy as professional illustrators suggests inadequate preparation for employment after graduation. The implication is that employers who accept graduates of this aptitude would have to employ or contract other illustrators to provide their manual drawing needs. As Weber (2000) indicates, students sometimes have difficulty understanding what is not related to their personal experiences and cultures because they lack the appropriate prior knowledge of the topic, or they do not know how to tap into relevant knowledge they do have. Research shows that students have varying learning styles, and that no single teaching style accomplishes all students' needs (Downes, 2010) and that many learning problems occur because there is a mismatch of learning styles between those offering instruction and those receiving it (Gardner, 2005). Adopting a variety of teaching strategies and a step by step methodology would ensure that all the students acquire adequate drawing skills to fulfill course requirements.

IV. Quality of Students' Drawing

The following sections describe data collected through direct observation of teaching and learning sessions across the four year levels and the difficulties that the students encountered. Figures 1- 2 are samples of drawings by Year 1 students.
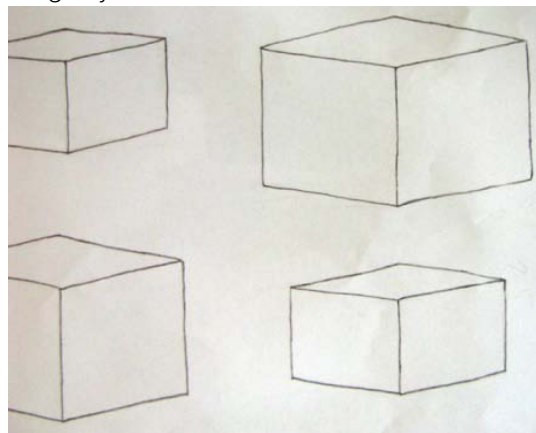
Figure 1 : Outline drawing of boxes

Figure 2 : Mass shading of self portrait

a)   Key difficulties identified

1) Incorrect holding of the drawing tool (pencil in this case), friction between the students' wrists and the drawing surfaces , and lack of control over the drawing tool inhibited free movement and resulting in creating crooked lines in Figure 1.

2) The mass shading technique in Figure 2 was executed from memory and not from the critical observation.

Drawing in Year 2

Figure 3 : Human skull
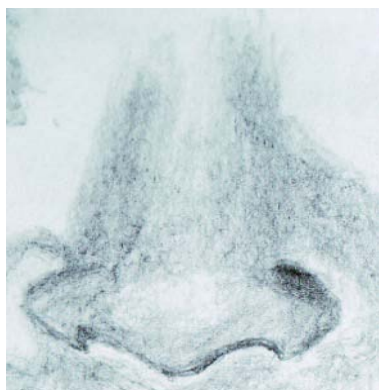
Figure 4 : Human nose

b)   Key difficulties identified

1) Mastery of drawing tools and materials had not been achieved in view of the limited use of drawing and shading styles seen in Figures 3 and 4.

2) The strokes of the pencil reveal inexperience and lack of confidence of the students. The drawings show stiffness of the hands that held the pencil; they had not learned to relax the wrist muscles to achieve accurate drawings.

3) Of the many drawing and shading techniques, only outline drawing and mass shading techniques were used up to this level.

4) The drawings suggest lack of skill for critical simultaneous observation and drawing, hence, they had difficulty coordinating their hands and eyes.

5) As a result of the difficulties the students encountered, they resorted to tracing from printed materials as seen in Figure 5 and Plate 1.

Plate 1 : Printed photograph

Figure 5 : Tracing of the printed photograph (Plate 1)

6) It is seen that the traced copy (Figure 5) of Plate 1 lacks originality although it is a good rendition of the photograph since it captures most of the details of the figures depicted in the original. However, copied illustrations could lead to infringement of copyright laws.

Drawing in Year 3
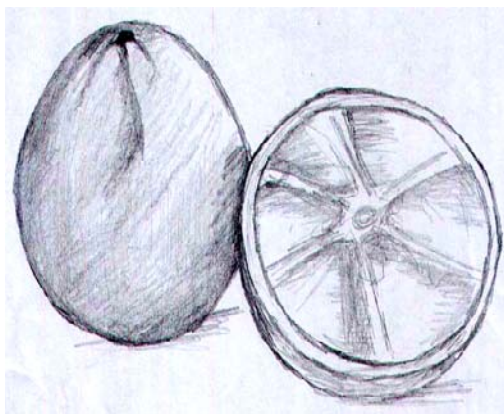
Figure 6 : Drawing of oranges

Figure 7 : Drawing of a squatting figure

c) *Key difficulties identified*

1) The drawn figure is squeezed into the space provided which depict limited sizes and proportions shown in relation to the observed subject; whereas drawn oranges in Figure 6 are disproportional. The drawings show the use of multiple lines.

Drawing in Year 4

Figure 8 : Shading of figure in pen
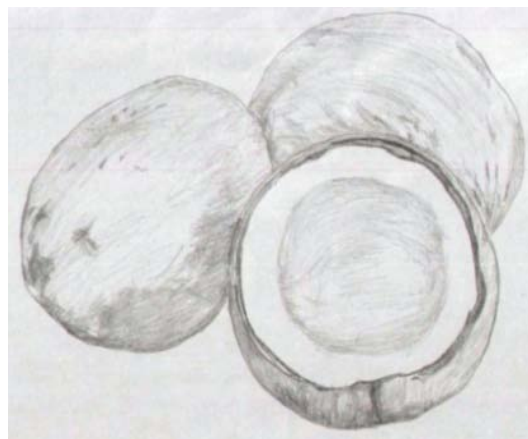
Figure 9 : Mass shading of coconuts in pencil

d) *Key difficulties identified*

1) Details on the subjects and objects could not be registered and the proportions shown in the drawn images are poor and inaccurate.
2) These are very simple drawings that show little improvement over the Years 1, 2 and 3 works.
3) The students have not explored and mastered the different drawing tools, materials, drawing and shading techniques. The students mostly worked in only one medium (pencil) and surface (cartridge papers).

Overall, observation of the students' drawing revealed little improvement between Years 2 to 4. All the works were rendered realistically, which made it easier to compare the four sets of drawings. Fundamental drawing problems identified in the students' drawings suggest insufficient skills development by the students to attain the right foundation needed for good drawing in Year 4. They need copious exercises in still life, anatomical and landscape drawing to hone their skills from Year 2 for the advanced level drawing required for book illustration. This is not to say that all the students experienced difficulties; ..... those who had prior learning of drawing tackled their drawing tasks with ease at the various levels and seemed to know what to do at each stage. Nonetheless, the drawing lecturers must look out for students who have peculiar difficulties and deal with them on individual basis or adopt peer - tutoring techniques where the ' well able' drawing students can be assigned to help the 'less able' students to resolve those problems.

Pencil and pen were the commonly used tools by the students for drawing on white cartridge paper which limited acquisition of knowledge about the variety of drawing tools, materials and supports that are available for the teaching and learning of drawing. They were not given opportunity to test other drawing tools to enable them determine the distinct marks and characteristics (such as quality, range of marks and tones) of the different tools and how they affect the quality of drawings they produce. The students seemed

not to have understood how the elements and principles of design work and are incorporated to blend the separate components of objects into the required composition.

Another obstacle to effective drawing was the students' inability to hold the drawing tool correctly to execute the class exercises. Learning the correct handling of different drawing tools could help the students to understand the advantages and disadvantages associated with each hold and the specific drawing tasks the various positions enable the tasks to be executed. Mastering how the pencil should be held would have enabled the students to produce free flowing lines instead of the multiple crooked lines that result when the hand rests on the drawing surface. It could have also helped them to shade accurately. The students were also not taken through any preliminary hand and wrist exercises to relax their muscles before attempting to draw. This led to the drawing of multiple shaky lines. The strokes of pencil in their drawings show inexperience and lack of confidence.

Moreover, the students were not trained to critically observe the natural forms of objects they had to draw as a pre-requisite to understanding how to render the characteristics of the objects accurately on paper. They also lacked the skill of simultaneous looking and drawing of the objects in order to register continuous freehand drawing of lines while looking off the drawing support. To avoid this many of the students resorted to tracing out images from photographs and other printed materials and adoption of drawing via outlines and mass shading.

V.   Conclusion

The study shows that dissimilar educational backgrounds of the students admitted into the Publishing Studies programme in KNUST vis-à-vis inclusion of drawing as a core course in the Year 1 curriculum poses a major challenge to the teaching and learning of drawing, and the sustainability of the Book Design and Illustration component of the programme in particular. The key challenge is that drawing is studied by Visual Arts students only so expecting students with Science, Business and General Arts backgrounds to learn to draw and attain the standard required for rendering text as illustrations from Year 2 is inconsistent with educational practice in Ghana. Prior knowledge is a powerful determinant of a student's capacity to learn new material and a condition for successful learning (Kocchar, 2004; Mzokwana, 2008).

Without the relevant foundation knowledge and skills to build on, some Year 1 students might experience psychological problems and intrapersonal conflict (Larson & Mildred, 2002) as they strive to fulfil course requirements. This might stifle their motivation for learning and thereby shun the BDI option of the programme. However, effective step-by-step teaching that starts from the level of Junior High School drawing could sway some students to opt for BDI and excel. As indicated earlier, ability to draw is a crucial factor that Year 1 students consider in their choice of programme options, particularly with respect to BDI which the students perceived as suitable only for Visual Arts students. The premise is that 23 or 67% of the 34 students surveyed brought previous learning experiences in drawing to the programme and were also specializing in BDI.

Unfortunately, inadequate drawing skill is driving potential illustrators in BDI into design which hinges on computer software applications for illustration simply because they have limited technical drawing skills for manual illustration. A more systematic instructional strategy that starts with the fundamentals of drawing and proceeds through an intermediate stage to an advanced level in Year 4 could address the disparities and provide all Year 1 students with a firm grounding in drawing. This would eliminate the frustration that drives potential BDI students into Printing Technology and Publishing Administration. The few students who develop interest from Year 1 drawing could also use the drawing sessions to develop their creative potentials and ultimately widen their career choices.

As the study revealed, only 47 or 8.5% of the 555 undergraduate students studied in Publishing Studies were specializing in Book Design and Illustration which is perceived as the only art-oriented career option as compared to 508 or 91.5% in Printing Technology and Publishing Administration. To have only 12 out of 34 BDI students majoring in Book Illustration because they had a high standard drawing skills to major in hand drawn illustration while inadequate drawing skills had confined 22 students to major in computer - aided Book Design suggests the possibility of Book Design and Illustration phasing out for lack of patronage. This also suggests the need to skew entry into the programme to admit more Visual Arts students to support BDI and scaling down the content of courses BI 151/152 Drawing to the level of drawing in Senior High School Form 1 to channel more Publishing students into BDI from Year 2. The large population of Year 2 – 4 students in Printing Technology and Publishing Administration can thus be attributed to lack or inadequate drawing skills required for hand drawn illustrations.

For two lecturers to teach 47 mixed-ability students to attain the high standard of drawing skills required for illustrating text manually or by computer could be overwhelming. The drawing lecturers cannot achieve everything single handedly and adopt differentiated instruction strategies to meet individual learners' needs, learning styles or interests. This challenge could be addressed with the introduction of Learning Support Assistants (Stanfield, 2009) who could use their creativity to help with the monitoring, supervision and control of the different categories of

students for effective teaching and learning of drawing. The LSAs could also help to instill a can-do attitude in the students and provide tutorials to motivate them both in class and independently to develop good drawing skills through continuous supervised practical exercises and assignments on a sustained basis.

Peer teaching (Boud, Cohen & Sampson, 2001) could also be adopted to engage the 'more drawing able' students to share their ideas, knowledge and experiences on drawing to support and encourage their peers in small groups to do well. This process of linking high achieving students with low achieving students in the classroom will enable the students help and mentor their peers under the supervision of the lecturers. The LSAs or Teaching Assistants (TAs) as they are addressed in KNUST, could consistently monitor and review the students' progress in drawing in conjunction with the drawing lecturers to ensure successful learning for all the students. The TAs could consistently monitor and review the students' progress in conjunction with the class teacher. With a little support and assistance, weak students in the drawing class would be able to succeed. This will free the lecturers to plan and implement differentiated teaching and help the 'less able to draw' students without neglecting the 'well able' students. Inculcating the right attitudes to drawing would enhance the teaching and learning of Book Design and Illustration and the students' marketability and suitability for the publishing industry while also sustaining the specialized career option of this unique programme in Ghanaian education.

References Références Referencias

1. Artists, International Dictionary of Art and Artists. (1990). Chicago, United States of America: St. James Press.
2. Blavatt, K. (1993). *Creative Metamorphous: A Guide for the Artist in Everyone.* Retrieved on 20th April, 2012 from http://www.amazon.com/-Creative Meta-morphosis-Guide-Artist Everyone/ dp/09641 98 002
3. Bommer, G. F. (1999). *Exploring Drawing: A Guide for Teachers*. Worcester, Massachusetts, United States of America: Davies Publications.
4. Boud, D., Cohen, R. and Sampson, J. (2001). *Peer Learning in Higher Education: Learning.*
5. *From and With Each Other,* London, Kogan Press. Retrieved on 20th November, 2013 from http://www.aare.edu.au
6. Douet, V. C. (2000). *Drawing for Pleasure.* Great Britain: Search Press Limited. Page 6.
7. Downes, S. (2010). *A Learning Style is a Student's Consistent Way of Responding to and Using Stimuli in the Context of Learning.* Retrieved on 30th April, 2012 from www.nwlink.com/doclark/hrd/styles.html
8. Drawing Made Easy: *A Complete Online Drawing Course for Beginners.* (2006). Retrieved on 19th November 2012 from http://theonlinedrawingcourse. Com
9. DrawingCoach.com. (2008). *Learn and Improve your Drawing Techniques.* Retrieved on 20th April, 2012 from http://www.drawingcoach.com/how-to-draw-caricatures.html
10. DrawingCoach.com. (2010). *Learn and Improve your Drawing Techniques.* Retrieved on 20th November, 2013 from http://www.drawingcoach.com/drawing-techniques.html
11. Encarta World English Dictionary. (2002). London, United Kingdom: Bloomsbury Publishing Plc.
12. Encyclopedia and Irish World Art. (2008). *Fine Art Drawing.* Retrieved on 20th April, 2012 from http://www.visual-arts-cork.com/drawing.htm.
13. Encyclopedia Britannica. (2007). *Definition of Drawing.* United Kingdom. Encyclopedia Britannica United Kingdom Limited. Retrieved on 20th April, 2012 from http://www.visual-arts-cork.com/ drawing. Htm.
14. Franzoni, L. and Assar, S. (2009). *Student Learning Styles Adaption Method Based on Teaching Strategies and Electronic Media.* Educational Technology and Society. 12 (4). Pages 15-29. Retrieved on 18th November 2013 from www.ifets.info/journal/12-4/3.pdf.
15. Gardner, H. (2005). *Multiple Lenses on the Mind.* Retrieved on 5th December 2013 from http:// www.howardgardner,comiPapers/papers.html.
16. Giles, E., Pitre, S. and Womack, S. (2003) as cited in Agbenatoe, W. G. (2011). *Improving the Quality of Teaching and Learning of General Knowledge in Art using Multiple Intelligences Lesson Plan.* M. A. Thesis. Department of General Art Studies, KNUST.
17. Hailikari, T., Katajavuori, N. and Yianne, S. L. (2008). *The Relevance of Prior Knowledge in Learning and Instructional Design.* American Journal of Pharmaceutical Education. Pages 75-113. Retrieved on 16th November 2013 from www.ncbi.nim. nih. gov/pmc/articles/PMC2630138.
18. Hampton, R. (2009). *Multiple Intelligences: Lesson Plan Ideas.* Retrieved on 9th September 2011 from http://lth3.kl2.il.us/rhtonlmilLessonPlanIdeas.html.
19. James, M. (2006). Assessment, Teaching and Theories of Learning. London: Sage Publications Ltd.
20. Kimon, N. (2001). *The Natural Way to Draw.* Boston, United States of America: Houghton Mifflin Company.
21. Kochhar, S. K. (2004). *Methods & Techniques of Teaching.* New Delhi. Sterling Publishers Pvt. Ltd.
22. Larson, L. and Mildred, I. (2002). *Meaning-Based Translation.* University of Chicago Press. Chicago.
23. Lee, D. (2000). *Teaching Philosophy.* Retrieved on 18th March, 2012 from http://dongjunelee. org/teac-hing.html.

24. Mednick, F. (2006). *Theories of and Approaches to Learning.* Retrieved on 16th November 2013 from www.cnx.org.

25. Merritt, M. as cited in Douet, V. C. (2000). *Drawing for Pleasure.* Great Britain: Search Press Limited.

26. Microsoft Encarta (2007). © 1993-2006 Microsoft Corporation.

27. Miller, M. (2008). *Functions of Drawing.* Retrieved on 20th A   2012 from http://www.nyu.edu/classes

28. Mitter, G. A. and Howze, J. (2007). *Creating and Understanding Drawing, Studio, Aesthetics, Criticism, History.* New York, United States of America: Macmillan/McGraw-Hill.

29. Murphy, J. (2007). *An Approach to Drawing*. Retrieved on 18th March, 2012 from http://visualarteducation.suitecom/article.anapproachtoteachingdrawing.

30. Mzokwana, N. N. (2008). *An Investigation into the factors affecting the pass rate of Grade 12 learners with specific reference to the English subject: A case study of selected schools in Libode District:* MA Thesis. Nelson Mandela Metropolitan University. Retrieved on April 25, 2012 from www.nmmu.ac.za.

31. Ruskin, J. (2009). *Elements of Drawing.* Retrieved on 19th November, 2012 from http://www.howtodrawit. com/drawing/practice/exercise2.html

32. South, H. (2009). *Drawing Value - Shading; Value Instead of Line.* Retrieved on 19th November, 2012 from http://drawsketch.about.com/od/learntodraw/u/

33. Stanfield, M. (2009). Towards the Develop of a Games-Based Learning Evaluation Framework. Retrieved on 19th November, 2013 from http://www.igi-global.com/chapter/games-based le-arning-advancements-multi/18799

34. The Free Dictionary. (2007). *Drawing.* Retrieved on 31st September, 2012 from http://www.techniques-history.htm

35. The New Encyclopedia Britannica, Macropedia, Knowledge in Depth, 15th Edition, Volume 17. (2003). United States of America: Encyclopedia Britannica Inc.

36. The World Book Encyclopedia. (2001). Chicago, United States of America: World Book Inc.

37. Weber, K. (2000). *Student Interest, Empowerment and Motivation: Communication Research Reports. Volume 17, Issue 1.* Retrieved on 19th December, 2012 from http://www.tandfonline.com/do i/abs/10.1080/08824090009388747#.Ut6C8RDFLDc

38. Wilson, B., Hurwitz, A. and Wilson, M. (1987). *Teaching Drawing from Art.* Massachusetts, United States of America: Davis Publications, Inc.

Global Journals Inc. (US) Guidelines Handbook 2015

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.

> The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.

You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.
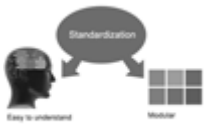
The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.

The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.

The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.

MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.

The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.

MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.

Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

Auxiliary Memberships

Institutional Fellow of Open Association of Research Society (USA)-OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).

The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.

The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.

The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:

Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.

Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

➢ The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- ➢ In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- ➢ The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- ➢ The Fellow can become member of Editorial Board Member after completing 3yrs.
- ➢ The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- ➢ Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- ➢ • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"
- ➢ In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.

- ➢ In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.

- ➢ In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.
"

Process of submission of Research Paper

The Area or field of specialization may or may not be of any category as mentioned in 'Scope of Journal' menu of the GlobalJournals.org website. There are 37 Research Journal categorized with Six parental Journals GJCST, GJMR, GJRE, GJMBR, GJSFR, GJHSS. For Authors should prefer the mentioned categories. There are three widely used systems UDC, DDC and LCC. The details are available as 'Knowledge Abstract' at Home page. The major advantage of this coding is that, the research work will be exposed to and shared with all over the world as we are being abstracted and indexed worldwide.

The paper should be in proper format. The format can be downloaded from first page of 'Author Guideline' Menu. The Author is expected to follow the general rules as mentioned in this menu. The paper should be written in MS-Word Format (*.DOC,*.DOCX).

 The Author can submit the paper either online or offline. The authors should prefer online submission.<u>Online Submission</u>: There are three ways to submit your paper:

(A) (I) First, register yourself using top right corner of Home page then Login. If you are already registered, then login using your username and password.

   (II) Choose corresponding Journal.

   (III) Click 'Submit Manuscript'. Fill required information and Upload the paper.

(B) If you are using Internet Explorer, then Direct Submission through Homepage is also available.

(C) If these two are not conveninet , and then email the paper directly to dean@globaljournals.org.

Offline Submission: Author can send the typed form of paper by Post. However, online submission should be preferred.

PREFERRED AUTHOR GUIDELINES

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

- Left Margin: 0.65
- Right Margin: 0.65
- Top Margin: 0.75
- Bottom Margin: 0.75
- Font type of all text should be Swis 721 Lt BT.
- Paper Title should be of Font Size 24 with one Column section.
- Author Name in Font Size of 11 with one column as of Title.
- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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

Journals Inc. (US) are being abstracted and indexed (in process) by most of the reputed organizations. Topics of only narrow interest will not be accepted unless they have wider potential or consequences.

2. ETHICAL GUIDELINES

Authors should follow the ethical guidelines as mentioned below for publication of research paper and research activities.

Papers are accepted on strict understanding that the material in whole or in part has not been, nor is being, considered for publication elsewhere. If the paper once accepted by Global Journals Inc. (US) and Editorial Board, will become the copyright of the Global Journals Inc. (US).

Authorship: The authors and coauthors should have active contribution to conception design, analysis and interpretation of findings. They should critically review the contents and drafting of the paper. All should approve the final version of the paper before submission

The Global Journals Inc. (US) follows the definition of authorship set up by the Global Academy of Research and Development. According to the Global Academy of R&D authorship, criteria must be based on:

1) Substantial contributions to conception and acquisition of data, analysis and interpretation of the findings.

2) Drafting the paper and revising it critically regarding important academic content.

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

All authors should have been credited according to their appropriate contribution in research activity and preparing paper. Contributors who do not match the criteria as authors may be mentioned under Acknowledgement.

Acknowledgements: Contributors to the research other than authors credited should be mentioned under acknowledgement. The specifications of the source of funding for the research if appropriate can be included. Suppliers of resources may be mentioned along with address.

Appeal of Decision: The Editorial Board's decision on publication of the paper is final and cannot be appealed elsewhere.

Permissions: It is the author's responsibility to have prior permission if all or parts of earlier published illustrations are used in this paper.

Please mention proper reference and appropriate acknowledgements wherever expected.

If all or parts of previously published illustrations are used, permission must be taken from the copyright holder concerned. It is the author's responsibility to take these in writing.

Approval for reproduction/modification of any information (including figures and tables) published elsewhere must be obtained by the authors/copyright holders before submission of the manuscript. Contributors (Authors) are responsible for any copyright fee involved.

3. SUBMISSION OF MANUSCRIPTS

Manuscripts should be uploaded via this online submission page. The online submission is most efficient method for submission of papers, as it enables rapid distribution of manuscripts and consequently speeds up the review procedure. It also enables authors to know the status of their own manuscripts by emailing us. Complete instructions for submitting a paper is available below.

Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.

To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

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

4. MANUSCRIPT'S CATEGORY

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.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

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

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

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 $1.4 \times 10\text{-}3$ m3, or 4 mm somewhat than $4 \times 10\text{-}3$ 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.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

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:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- 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.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

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

Tables, Figures and Figure Legends

Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

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.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution (at final image size) ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs) : >350 dpi; figures containing both halftone and line images: >650 dpi.

Color Charges: It is the rule of the Global Journals Inc. (US) for authors to pay the full cost for the reproduction of their color artwork. Hence, please note that, if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a color work agreement form before your paper can be published.

Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

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).

6.1 Proof Corrections

The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

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

(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

As changes to proofs are costly, we inquire that you only correct typesetting errors. All illustrations are retained by the publisher. Please note that the authors are responsible for all statements made in their work, including changes made by the copy editor.

6.2 Early View of Global Journals Inc. (US) (Publication Prior to Print)

The Global Journals Inc. (US) are enclosed by our publishing's Early View service. Early View articles are complete full-text articles sent in advance of their publication. Early View articles are absolute and final. They have been completely reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after sending them. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the conventional way.

6.3 Author Services

Online production tracking is available for your article through Author Services. Author Services enables authors to track their article - once it has been accepted - through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The authors will receive an e-mail with a unique link that enables them to register and have their article automatically added to the system. Please ensure that a complete e-mail address is provided when submitting the manuscript.

6.4 Author Material Archive Policy

Please note that if not specifically requested, publisher will dispose off hardcopy & electronic information submitted, after the two months of publication. If you require the return of any information submitted, please inform the Editorial Board or dean as soon as possible.

6.5 Offprint and Extra Copies

A PDF offprint of the online-published article will be provided free of charge to the related author, and may be distributed according to the Publisher's terms and conditions. Additional paper offprint may be ordered by emailing us at: editor@globaljournals.org .

Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish 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.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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.

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

10. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

11. Revise what you wrote: When you write anything, always read it, summarize it and then finalize it.

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. Pick a good study spot: To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

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.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

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

· Adhere to recommended page limits

Mistakes to evade

- 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

Title Page:

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.

Abstract:

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 <u>definite statistics</u> - 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
- As a outline of job done, it is always written in past tense
- 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

Introduction:

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.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)

- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals Inc. (US).

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form\n\nAbove 200 words	No specific data with ambiguous information\n\nAbove 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
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
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

Index

save our planet

Global Journal of Human Social Science

9   2

70116 58698   6 1 4 2 7 >

ISSN 975587