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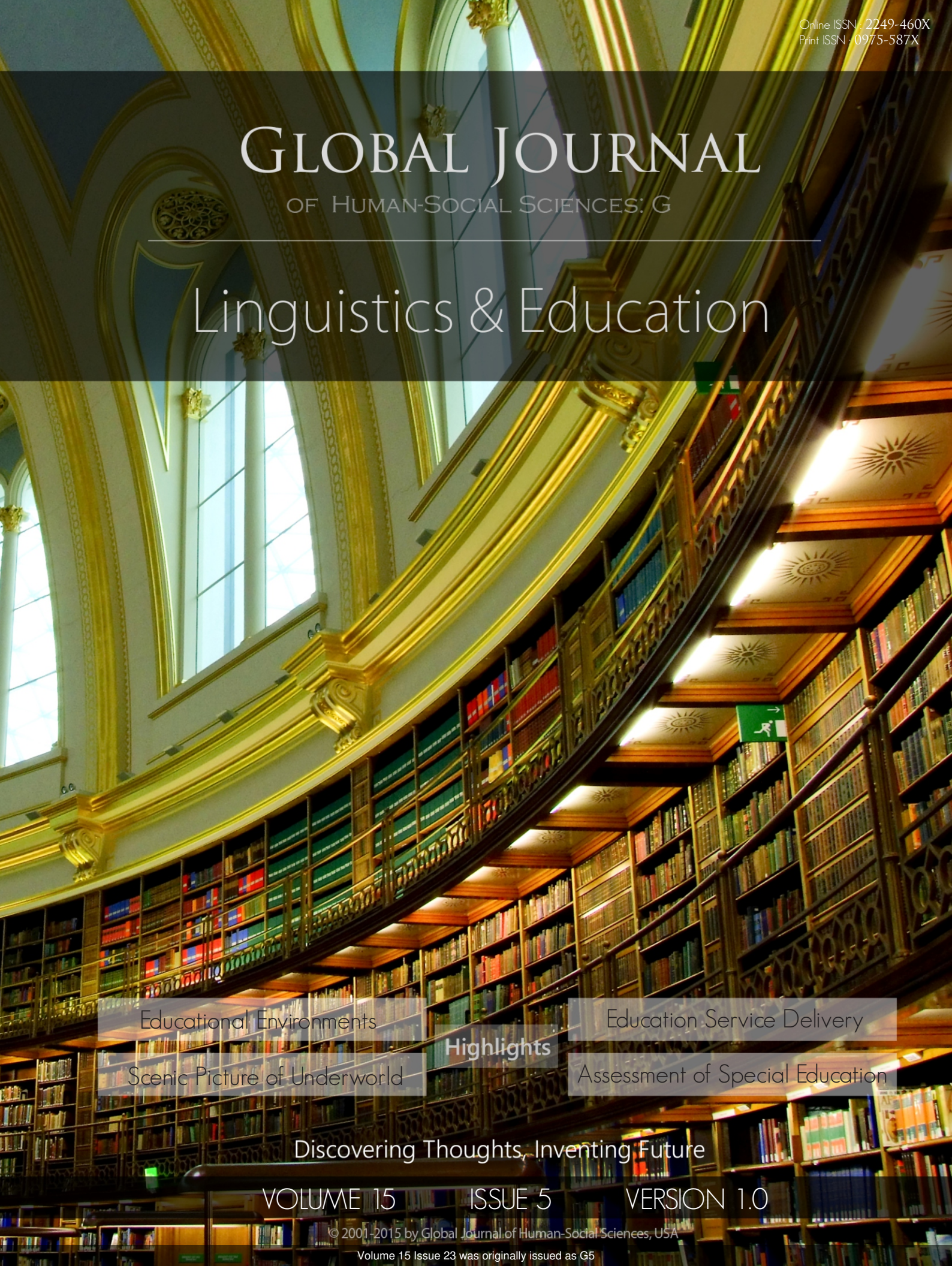

Educational Environments

Scenic Picture of Underworld

Highlights

Education Service Delivery

Assessment of Special Education

Discovering Thoughts, Inventing Future

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The Scenic Picture of Underworld Presented in *the Spanish Tragedy* : From Islamic Perspective

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Abstract- The picture of underworld in The Spanish Tragedy (Act-1, scene-i) by Thomas Kyd may be encountered with Islamic view. In this text, this picture is extracted from Greek Mythology where the writer shows how after death a person has to toil to attain the Ferry to enter into the realm of Hades or underworld, then how a person faces a trial to get settled in eternal world, the terrible furies on way to the King's palace, the unbearable punishment of some miscreants etc. Al-Qur'an and Al-Hadith also provide the picture of a dying person and his reaction, the interior period to pass, the Final Day of Judgment, the process of trial and finally a person's last destination. This article is an attempt to compare and contrast between the pictures of the underworld stated in Al-Qur'an and Al Hadith and in the Text "The Spanish Tragedy –Act I – Scene I".

Keywords: *death, afterlife, interior period, judgment, punishment, heaven, hell.*

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The Scenic Picture of Underworld Presented in *the Spanish Tragedy* : From Islamic Perspective

Nusrat Jahan

Abstract- The picture of underworld in The Spanish Tragedy (Act-1, scene-i) by Thomas Kyd may be encountered with Islamic view. In this text, this picture is extracted from Greek Mythology where the writer shows how after death a person has to toil to attain the Ferry to enter into the realm of Hades or underworld, then how a person faces a trial to get settled in eternal world, the terrible furies on way to the King's palace, the unbearable punishment of some miscreants etc. Al-Qur'an and Al-Hadith also provide the picture of a dying person and his reaction, the interior period to pass, the Final Day of Judgment, the process of trial and finally a person's last destination. This article is an attempt to compare and contrast between the pictures of the underworld stated in Al-Qur'an and Al Hadith and in the Text "The Spanish Tragedy –Act I – Scene I".

Keywords: death, afterlife, interior period, judgment, punishment, heaven, hell.

I. Introduction

While dealing with the theme of revenge in the Spanish Tragedy, the author Thomas Kyd represents Revenge as a character. He sketches a vivid picture of underworld where we find how a soul faces his trial and witnesses a thousands of horrible scenes taking place there. Though Kyd never mentions these pictures of underworld with the motive of relating it to the main plot of story development, he refers to the underworld only to establish Revenge as an influential character to create an atmosphere of taking revenge. Whatever his motto might be, we can pick it up as a topic of comparative study.

Islam presents a clear conception about temporal as well as eternal life. In Al-Quran Allah says, 'What is the life of this world But amusement and play? But, surely, the Home in the Hereafter---that is Life indeed, if they but knew (29:64). Islam depicts a very vivid picture of life Hereafter in order to inspire human being to yearn for the best place for eternal living. The pictures of judgment, reward and punishment of invisible world provided in Al-Quran and the evidence experienced by the messenger of Allah(SWT) , Hazrat Muhammed (Sm) in the night of *miraj* (a miraculous journey to upper world) have similarities to some extent and with some distinguishing differences as related in Kyd's *The Spanish Tragedy* , Act-1, scene-1.

A believer's soul vehemently shapes an imaginary picture of life Hereafter moulded by his religious faith. Death, a natural phenomenon, embraces all-both believer or nonbeliever. Some view death as the total extinction of existence and some believe death never completely ends life. To a believer death, a bridge between mortal and eternal life, is considered to be the gateway of final destination –either heaven or hell created by only Lord. No matter by whatever attribution He is worshipped, the believers' souls always earnestly yearn for having His mercy with hope and fear. 'Call on your Lord humbly and secretly' (Al-Quran:7:55) .Certainly the contemplation of death as the wages of sin and passage to another world is holy and religious, but the fear of it, as a tribute due unto nature, is weak. (Of-Death, Francis Bacon, p 64). Through the ages each religion sketches the picture of this invisible world in accordance of its respective ideology.

a) *Picture of Under World in The Spanish Tragedy Act - 1, Scene - I*

We see Andrea, a pagan and a great warrior is fighting in the battle field until he is charged, hurt and slain by Balthazar. As a result, he is to die with a full stop of his earthly life.

> "Death's winter ripped the blossoms of my bliss,
> Forcing divorce betwixt my love and me."

Then the soul, eternal substance, departs from his wanton flesh and starts journey towards eternal world. As he reaches the point of entrance, he is interrupted as he gets failed to show the passport, a document of entrance. According to Pagan Religion after death having a funeral festival and ritual ceremonies are mandatory for entering the regions of death. As stated in Text –

> When I was slain, my soul descended straight
> To pass the flowing stream of Acheron.
> But Churlish Charon, only boatman there,
> Said that my rites of burial not performed,
> I might not sit amongst his passengers (18-22)

When Andrea's corpse gets a burial with funeral festival, the ferryman is satisfied. He is launching to the

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lower regions. The boatman, Charon, enables him to cross the foul waters of the hellish lake of Avernus, the entrance of under-world. Yet here he is to manage the guardian of the under-world Cerberus, the three headed dog.

According to the text

> "There, pleasing Cerberus with honeyed speech, I passed the perils of the foremost porch." (Line: 30-31)

Then, at a short distance he meets three judges, amidst of soul multitudes, named Minos, Aeacus and Rhadamanth. As he approaches to get a passport to obtain a position in everlasting world, Minos one of the judges took out an earthly record. Judges are different at their opinion. Aeacus suggests to send him in the area of dead lover whereas Rhadamanth pleads to send him to the regions of the souls of Warriors. Minos settles it by sending him to the court of Pluto, the king of the internal regions. In the terrifying eternal darkness he has to cross the way where he sees horrible sights impossible to tell.

He sees three roads in front of him. *Right hand* path leads into a field meant for the dead lovers and souls of dead warriors with demarcated territories. *The left hand* path slops down into a gulf and reaches to the deepest corner of hell. He there witnesses blood thirsty Furies keep flourishing their steel whips. He also has the eye witness of punishment. Ixion is punished with unending labour of turning a wheel as he is condemned to win other's wife's love. Usurers are choked with melted gold in hell-fire. He also watches the punishment of women of loose morals being embraced by horrible snakes. The murderers get the painful unending wounds. The perjured weights *sealed* in boiling lead. The foul sins are punished with agonizing tortures.

"Twist these two ways I trod the middle path". Andrea follows the middle path of green valley to reach *Elysium* with brass-wall and diamonds gate. Here resides Pluto with his queen Proserpine. Having heard everything the queen becomes sympathized with Andrea and allow him to go back again on earth to learn the consequence of his premature death so that his dissatisfied heart can be pacified.

This conception of underworld in *The Spanish Tragedy* is extracted from Greek Mythology. Ancient Greeks believed that an individual would enter the realm of Hades after death. 'Generally the underworld is the realm of the dead, the destination of Human souls in the afterlife'(online). Homer's Odyssey says that Death

> 'is the way of mortals whenever one of them should die, for the tendons no longer hold flesh and bones together , but the strong might of blazing fire destroys these things as soon as the spirit has left the white bones ,and the soul ,having flown away like a dream, hovers about.' (p.218-222,trans.Jeff Adams)

On earth they worship many gods and goddesses for fulfilling their expectations of their lives though they believe the unique, omnipotent and omniscient Almighty destines everybody's fate. From such a belief they want to satisfy all of the goddesses of air, land and water. Three judges would lead the final judgment upon which an individual would have to reside forever either in Elysium or Asphodel Fields or Tarturus.

The obtainer of Elysium and Asphodel Fields were treated as fortunate one where as the inhabitants of Tarturus were supposed to be undone and wretched forever. Elysium would offer place for those who were righteous, good and legendary heroes in worldly life. Asphodel Fields would denote the land of neutrality offering to get shelter for those who were either neutral or whose good and bad deeds are about equal. Tarturus, the deepest realm of Hades, would absorb those wicked performers in the world.

On the above description a vivid picture is sketched where we get an evidence how a pagan would meet underworld and difficulties those he would have to face there.

II. Islamic View

According to Muslim view both on earth and in underworld (hereafter) '*Ilah'*, Authority and Judge is unique and one. Muslim calls Him 'Allah' the Almighty. This unique Lord possesses diversity of qualities. Once He is soft (*Ar-Rahman* & *Ar- Rahim* - He, Most Gracious , Most Merciful) (Al-Quran:59 -22). On earthly life He manifests His such quality upon all creations specially for Human being until the death period comes. Again He is strong and strict (*Azabun Alim*). In after world He is so serious against the accused one. Allah says, 'Great is the penalty they incur.'(Al-Quran:2:7). In both of the cases He declares Himself *Ahkamul Hakimin* 'He declares the Truth, He is the best of judges'(Al-Quran:6:57) and as Mighty one *Azizul Hakim* 'And He is the Exalted in Might ,the Wise' –(Al-Quran:59:24) .

Now, again Islam declares man's life in this world only for one time. Earthly life is short and Hereafter life refers eternal leaving no chance of renewal, no chance of return. Man will reside there in accordance of his worldly performance. 'Ad-dunia mazratul Akhirat' (Hadith). Only can increase and decrease his efforts through his worldly successors. In Islamic Myth (Ahmad, Musnadu Ahmed:18534-, Albani, Mishkat:1630, Mina1542.) there remains a Tree in 'Baitul Mamur' bearing the names of all human beings on its leaves. When death beckons one, the leaf becomes pale and falls from the tree. Azrail, the angel for death, appears before man. A good doer is congratulated and evil doer is threatened by the angel. When the soul of a good doer is taken away by this angel it gets less pain and becomes happy as he is going to meet his creator. Now they begin to hover over the sky until they are

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interrupted by the guard of first stage of upper world. The soul is asked by his name and then is allowed to fly again and at one point it reaches to 'illiyin', the interior place for the good doers where they will observe the peace of Heaven (Jannah), till last judgment day. Now comes the question for the evil doer. At death the period the angel pains him and the person shrinks and trembles as he disobeys his Lord throughout his life. He will try to escape but will fail. The angel taking away the soul begins to fly to reach the upper world. But from enquiry when the guard comes to learn his name as bad doer will close down the gate. The soul falls down and reaches to *Sijjin,* the place for the evil doers to get the taste of Hell-Fire till final judgment day.

Here in both cases on earth after a funeral the dead body is engraved. Allah says, 'Then He causes Him to die,And puts him in his Grave (Al-Quran:80:21). Then the soul is infused in heart and is asked three questions by another angel about Creator, Messenger and Code of life. *Illiyin* welcomes who answers appropriately and *Sijjin* curses who fails to answer and offers sufferings. The period Staying at *Illiyin* and *sijjin* is known as the life of *Borjokh.* Allah says, '---Before them is a partition till the Day they are raised up (Al-Quran:23:100).

Now, according to Muslim View, *Qiyamah*, The Doomsday is obvious. One day the whole universe will perish but only Almighty will exist. Allah says, 'To Allah belongs the Mystery of the heavens and the earth. And the Decision of the Hour is as the twinkling of an eye, or even quicker: For Allah has power over all things (Al-Quran:16:77). This *Qiyamah* will happen in two phases. In first phase, the angel for destruction *Israfil* will blow the whistle and every creation except the angel himself and the crown bearer of Almighty will die within twinkling of an eye. There after everything will be perished and waiting for Final Judgment day. Then again trumpet will be sounded and ever body will get up as it were and rush towards judgment field. Allah Says, 'The Trumpet will (just) be sounded, when all that are in the heavens and on earth will swoon, except such as it will please Allah(to exempt). Then will a second one be sounded, when, behold, they will be standing and looking on!' (Al-Quran:39:68). Hazrat Abdullah Ibn Abbas picked up two words from the verses of Al-Qur'an of *Surah An-Nazi'at* as *RAJEFA* and *RADHEFA* which denotes First trumpet and Second trumpet as well. (Bukhari; Abu Abdullah, As - Sahih. Vol-12, page 530).

Thereafter with the direction of the Lord, the Almighty Allah, everybody will get up with their bodily figure. Allah says, 'The trumpet shall be sounded, when behold! From the sepulchers (men) will rush forth to their Lord!'(Al-Quran:). All of the souls will be in front of the trumpet of angel and as soon as it will be rung all of the souls will be inserted into their respective bodily figures .(Ibn Katheer, sura Al Qasaas)

It is the time when all will rush to the judgment place *Hashr* and face the final judgment. Here Allah (SWT) will be the unique judge *Maliki Eaomiddin(*Al-Qur'an:1:4). Each and every deed will be counted one by one by the Lord and everybody has to face his own trail. Then an individual will make his room either in *Jannah* (Heaven) or in *Jahannam* (Hell-Fire). In between the two places there remains another place named *Araf,* a place of neutrality. *Jannah* is prepared with all sorts of enjoyment for the good doers. Allah says, 'For Muslim men and women –For Believing men and women, for devout men and women, for true men and women, for men and women who are patient and constant, for men and women who humble themselves, for men and women who give in charity, for men and women who fast, for men and women who guard their chastity and for men and women who engage much in Allah's praise—for them has Allah prepared forgiveness and great reward (Al-Our'an:33:35) . *Jahhanam* is a place for punishing the various miscreants. Allah says, 'The Day they will be dragged through the Fire on their faces, (they will hear:) "Taste you the touch of Hell!"(Al-Qur'an:54:48). *Araf* is an interior place for those whose good and bad deeds will be equal. Allah says, 'and on the Heights will be those who would know everyone by his marks: they will call out to the dwellers of paradise, "Peace on you."They will have hope [to enter it] (Al-Qur'an: 7:46)

The owners of *Jannah* and *Araf* get saved and is regarded as fortunate where as the dwellers of *Jahannam* are regarded as damned. Those whose *Mijan* regards equal of sin and betterment is the inhabitant of *Araf,* a place of neutrality from where they will be able to observe the punishment of Hell-Fire and the peace of Heaven and will earnestly pray to Almighty 'O Lord! Don't take us at Hell-Fire.'

The religious book of Muslim 'Al-Quran' reveals the punishment of Hell-Fire*. The Muslim also gains some evidence of symbol-punishment in unseen world through, the last Messenger of Allah, Hazrat Muhammad (SM) and from his Miracle visit known as '*Mai'raaj*'. He saw punishment being meted out to backbiters. When, during that night, the Messenger of Allah (SWT) saw people eating corpses, Jibreel informed him about them, saying, 'These are the ones that eat the flesh of people (i.e., backbiters) (*Al-Fath Arr-Rabbaanee,* by As-Saa´aate said, 'Al-Haafiz Ibn Katheer declared that its chain is authentic.'

He (SM) witnessed people being punished for wrongly eating the wealth of orphan. The Messenger of Allah (SWT) saw men with lips that were big like the lips of camels; in their hands were pieces of fire that were like stones. They would cast them into their mouths, and the pieces would then come out of their buttocks. Jibreel informed the Prophet (SM) about them, saying, 'these are ones who wrongfully eat the wealth of orphans.'

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(*Seerah Ibn Hishaam*, chapter the story of *Al-Mai'raaj – p.103.)*

Regarding the punishment for those who eat from the proceeds of usury, the prophet (SM) passed by, during his night journey, a group of people whose stomachs were like houses, and inside of them were snakes. From the outside, their insides could be seen. Jibreel said to the Prophet (SM), 'these are the eaters of usury'. (Tafseer Ibn Katheer, 4/274)

Other narrations (Abu Sa'eed Al-Khudree) mentioned the punishment of fornicators, of people who refuse to pay *Zakaat,* of speakers who cause *Fitnah,* and of people who are negligent and carefree when it comes to being trustworthy. (*Tafseer At Tabaree*: 15/7, and Al-Fath Ar-Rabbaanee: 20/257)

He (SM) also saw a group of people who rejected the highest quality of meat and choose the rotten meat instead. Jibreel says, 'these are those men who were involved with others wives though they themselves had their wives' (*Seerah Ibn Hishaam*: p.104).

III. Compare and Contrast

Allah (SWT) says, 'all are from the first man Adam' so it is by no means a matter of dispute if there exists similarities. Rather it's a blessing for humanity. In fact every religion regards having faith upon the existence of Almighty, the Supreme, is mandatory and fundamental of the essence of religion.

The Greeks believed on the Almighty as Supreme power and also believed fate is destined from this Supreme power. On the other hand the Christian believed in Trinity, yet all of them had a trust upon the Holly Father – Almighty. At the same time the Hindus called Almighty, the unique power as *Bhagaban*. With this unique ideology both Islam and Pagan religion get some similarities given below:

i. Belief in after death is fundamental in both these religions. The Greeks calls *under world* whereas the Muslims says *after world*.
ii. Souls of the dead are led to the underworld by others. We get Quranic reference as an individual angel named Ajraiel(sm) is assigned with this task . 'Say: "The Angel of Death ,Put in charge of you ,Will(duly)take your souls: Then shall you be brought back to your Lord." (Al-Quran:32:11)
iii. In both of the religions good doers are appreciated, praised and are offered rewards for their good deeds.
iv. The norms and ethical values are almost same as to differentiate between good and evil.
v. In both of the religions judgment is operated based on the records of worldly life.
vi. Almighty, Allah (SW), places Himself unbiased. At the same time Judges of Underworld of Pagan religion also have established themselves as impartial.
vii. In Islam from Quranic reference three dwelling places namely, *Jannat*, *Jahannam and Araf* , are ascertained for human being in after world. In Pagan religion there are also three demarcated dwelling places namely, *Elysium*, *Asphodel Field* and *Tarturus* in under world.
viii. Both religion mention three categories information. In Greek underworld one will find three roads going towards different direction e.g. Right hand side rode shows the way to Elysium, left hand side road ends into the depth of ocean and front road draws one towards the palace of the king of underworld. In Al-Quran we find people of right hand side as fortunate group, people of left hand side as wretched group and the front as progressive group.
ix. The punishment are also same for some unpardonable crimes in both of the religions.
x. Both religion offer a neutral place .In Al-Quran Araf is destined for those Who equally perform good and commit crime and finally will be blessed by Allah(SWT).
xi. In both religion River plays an important role. Crossing river is a mandatory though in different time.
xii. Heroes are celebrated in both religion and are congratulated with gift and reward from Almighty.
xiii. Both religion locates hell under the deepest part of ea.rth.
xiv. The souls in underworld will not age or really change in any sense. The messenger of Allah says, 'No Heaven dweller will be aged. Everybody will be gifted with same young age.' (Al-Hadith).

All through these similarities we certainly can inscribe a shadow of picture of a unique God, Almighy, as the creator, cherisher, savior and the Lord of final judgment day. Yet in some cases Islam extremely differs with the Greek Religion that we can trace as follows:

1. In Greek Mythology we get a notice of having funeral festival as essential for the dead one as regards to the gateway for entering into eternal world. After completion of funeral festival by the relatives of the dead one, the soul will be capable to get into the board destined for under world. Here ferryman checks the authetenticity of getting funeral and incase of failure the soul will get no place on board and will be deprived in getting place in under world leaving it only for roaming on earth as ghost.

On the other hand, the Muslim views funeral festival from different perspective. The Messenger of Allah Mohammad (SM) stated a Hadith- 'Seven right of your brother ----------. take participation in *Janaja (*funeral congregassion) and engrave the dead. Here, getting *Janaja* is determined as a right of Muslim from his other Muslim brothers and taking participation in

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Janaja Salah is mandatory (*Fadr e kefaiah)* for the alive. Again, in this case the alive will be responsible incase of their failure to perform *Janaja* for the dead one. The soul of dead one cannot be barred to start his journey on way to after world. Rather Allah says, 'If you become dust or mingle with water or become change into water I will again create you and you have to face me'.

2. The Greeks face three judges under the supervision of the king of underworld. Normally these three judges deal the trail of all souls whereas the critical one is submitted to the Lord God Pluto. Sometimes he is influence by the queen Proserpine. On the contrary, the Muslim directly face the unique, unparallel, uninfluenced, unbiased Superpower Allah (SWT).
3. In Greek mythology we get a notice of one phase judgment system. As soon as a soul enters into underworld, he has to face judges and a dwelling place is fixed and here he is to stay forever.

   On the other hand, the Muslim believe in two phase judgment systems, eg. i. temporary ii. Final. Just after death and *Janaja* a soul gets place either in *Illin* or in *Sizzin* where this soul is to live temporarily till the end of the world. Then the day of final judgment will appear and all of the souls with their bodily figure will face the only judge Allah (SWT) and an eternal place will be fixed for all where all will remain forever.
4. The Greeks believe that judgment is completed on a soul whereas the Muslim know that worldly body-figure with soul will appear before almighty.
5. The Muslim trusts that the dwellers of *Jannah* and *Jahannam* will talk to each other. The inhabitant of *Jahannam* will regret and request the dwellers of *Jannah* to help them and long for a second chance to return on earth so that they can perform good deeds to ensure *Jannah* in after-life. Then the dwellers of *Jannah* will smile and will remind them of their past misbehavior and torture that they used to imply upon the dwellers of *Jannah*. What a revenge!
6. According to Greek mythology Love and Valor is celebrated and these souls of celebrities are appreciated as well. If a lover sacrifices his life for obtaining the heart of his beloved will be rewarded as a warrior or a great fighter sacrifices his life for saving the honor of his country.
7. In Greek myth the guardian of underworld is easily manageable and any eloquent soul can convince him to enter the invisible eternal world. 'charon will receive into his boat only the souls of those upon whose lips the passage money was placed when they died'(Hamilton, p.49). On the other hand, in Islam, the angels possess no power to be blackmailed by others. So, a soul by no means can pass even first sky unsystematically.
8. The Greek believe reentering on earthly life is sometime possible. Legendary figure Thesus before his death visited Hades to help his friend. Harcules had endevoured on underworld .Whereas a muslim spends no effort to visit eternal. No living being can go there and after death there is no return. Rather Almighty allows every dead to learn what is happening on earth with their influential consequences staying at eternal world.
9. In Al-Quran it is noted that every person has to cross over the bridge which is known as Pulsirat to reach Jannah. Jahannam is located just as the same river over which the pulsirat is built. It is also mentioned that the speed of crossing the bridge will depend on collection of good deeds of each people and if good deeds ends up before crossing at once he will slip and will sink into the oblivion of eternal darkness to be burnt forever.
10. Al-Quran declares trail for all creeds as Almighty claims Himself the creator of all. The Greek gods and goddesses have the concern for those who are regarded as their follower.
11. Allah is worshipped by all Muslims humbly where as The Pagan satisfy their god by sacrifice only for avoiding their rages and furies.
12. The followers of Al-Quran believe that one cannot return from invisible world though the myrters will long for return so that they can repeatedly sacrifice lives for satisfying Allah. The dwellers of Hell-fire also beg to return on earth so that they can gain some capital for obtaining mercy from Allah. But Allah clearly says they will reside there forever. On the other hand a pagan gets option to return on earth after being granted Elysium. It is a chance to be upgraded as a god because if anyone consecutively obtains Elysium for three times he will be included in god's world.

IV. Conclusion

At last one may note that invisible world is the fulfillment of earthly life. For establishing justice life in Hereafter is obvious. It also minimizes the sorrow of victims and build a satisfactory bridge between Haves and Have not as well. If an honest is deprived on earth, he will be rewarded in eternal life. Furthermore not to be misguided by Satan, inspiration is essential. Slipping nature of human being may be checked with the imagination of better future. Death is always beckoning and we are to decide.

Again taking decision to follow the order of a religion human being must have some criteria. The rules of religion which is smooth, closely attached to life, rational, reasonable and straightforward may prove wise to follow. From the above comparative study Islam represents more rational view upon the fact. To be guided by One is better than to be commanded by

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many. One can easily satisfy one God but it is far more difficult to obtain recognition from many gods. About life and death Islam offers a straightforward guideline. Allah says, 'We have indeed made the Qur'an easy to understand and remember: Then is there any that will receive admonition? (Al-Qur'an:54:32). Also Al-Qur'an demands its completion and challenges other religions. Allah says, 'They are invited to the Book of Allah, To settle their dispute, But a party of them Turn back and decline (The arbitration)' (Al-Quran:3:23). So an appeal to rethink is recommended.

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Educational Environments using Technology

By Georgios Besas & Georgios Giannoukos

Abstract- The term ''learning environments'' signifies every learning environment inside and outside the statutory classroom, in which the training of new abilities and forms is sought, just as we have already mentioned. New educational environments, in which we have the use of computers, constitute educational software which undertakes the teaching of the cognitive subject in the curriculum. An increasing number of new applications are being developed in order to enforce the teacher's role. The computers, as well as their accompanied software, can be used in the teaching process in multiple ways as creative tools (text editor), as references (encyclopaedia, CD-ROM), as communicative tools (video conference) or as tools for the teacher (Hubbard, 1996).

Keywords: *educational software, learning environments, training software, practice software.*

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Educational Environments using Technology

Georgios Besas [α] & Georgios Giannoukos [σ]

Abstract- The term ''learning environments'' signifies every learning environment inside and outside the statutory classroom, in which the training of new abilities and forms is sought, just as we have already mentioned. New educational environments, in which we have the use of computers, constitute educational software which undertakes the teaching of the cognitive subject in the curriculum. An increasing number of new applications are being developed in order to enforce the teacher's role. The computers, as well as their accompanied software, can be used in the teaching process in multiple ways as creative tools (text editor), as references (encyclopaedia, CD-ROM), as communicative tools (video conference) or as tools for the teacher (Hubbard, 1996).

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I. Introduction

An educational software of the CAL method is considered to be one with which the learner imports and studies, while the centre of attention is the computer and each material. One should to pay attention to the role of the teacher and not neglect by any means, since the teacher sometimes undertakes the role of the organiser in the whole procedure, as well. Particularly significant for Hubbard (1996) is the interplay between people and technology, which finally defines the methodology of this specific field.

A lot of these systems are based on the Instructional Design, which has its roots in the behaviouristic theory. Instructional Design was considered to be a reliable process for the preparation of teaching programs for a long time. It consists five stages, which are:

- Analysis of the target group and its needs
- Subject design
- Teaching material development
- Implementation
- Evaluation and return to the first stage

As we continue in our work we will analyze some of these teaching systems which were implemented with the Instructional Design.

II. Categorization of the Educational Material

An educational material is defined as the product of technology which aims at the teaching of a Cognitive subject by lending a specific pedagogic philosophy and educational strategy. This software can benefit both the teaching and the learning of the language.

Schreck and Schreck (1991) have mentioned some of the software programs that are used in CAL method, such as Tutorial, Drill & Practice, the software for the text editors, the simulation software and the educational games, the multimedia software, etc. The first applications of CAL method, such as the software of guidance and the software of training and practice are based on the behaviouristic period. The text editor software, the simulation software and the educational games depend on the framework of the communicative period. Finally, the multimedia software is based on the framework which Warschauer (1996) calls combinational, and depends on two technological breakthroughs, the Internet and the multimedia.

The term ''educational software'' implies that the computer is used as a supportive means of teaching. In a large degree, it takes the ''what'' of the education for granted and it is interested in the ''how''. Such a fact, however, even though it was previously true, is not in effect anymore. ICTs add new data in the teaching (for instance, writing on the computer is different from writing by hand, the text composition process for the Internet, just like the text composition for Power Point is not the same as the traditional process, etc). Consequently, we could say that the extensive use of ICTs as means of writing or reading creates new data for the context of the education itself.

a) Guidance software

They goal of the presentation of information and the learner's guidance is to achieve a learning outcome. A basic characteristic of this type of educational software is the effort for individualisation of learning (taking for granted that every learner has different abilities and follows his/her own training course). The most crucial characteristic of this software is the presentation of information as facts or rules on a computer screen - with or without the use of multimedia (that is to say pictures, sounds and video) - and the questioning of this information with prefabricated answers. In their current form, guidance systems are organised with the form of multimedia (by using plenty of presentation forms of the information), while offering a predetermined course of learning by guiding the student. The following circle of ''interplays '' between the educational software and the learner-user govern their architectural structure which, according to Warschauer (2000), is the following:

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- presentation of a piece of information (which has to do with a certain content, usually of limited extent, with clear educational goals)
- question (on the system's provided information)
- answer (to the posed question) with given the demand to use this information when the learner responds to similar questions
- evaluation /estimation (of the trainee's answer, based on the teaching targets) and decision-making, concerning the quality of the provided answers.

b) Software of training and practice

The initial educational software were characterised as shown above. The quite limited computer memory and the simple design of these programs was the reason of their premature appearance. These applications, according to Schreck and Schreck (1991), provide the learners with the possibility to practice in a curriculum which they have already been taught. Unlike the guidance programs which offer a complete circle of teaching (use of multiple information forms, such as texts, sounds, videos, pictures, and cartoons), training and practicing programs have a different target group, since they concern learners/users, who are already familiar to some degree with the teaching subject. In other words, they do not aim at providing new information, but they control the knowledge that has already been acquired.

The use of behaviouristic software, such as guidance systems and training and practicing systems is intentional and useful in many aspects of the educational process, mainly when it is combined with software of different types. The expected answers in a program of exercise and practical application are often quite simple and many times the only thing they require is merely the push of a button (perhaps the answer is random). The analyses of the answers from the system are also elementary and they provide instant feedback, usually in the form of ''true or false''. It is mentioned that these programs are based on Skinner's (1961) points of view, who believed that a simple machine is capable to replace the teacher, since it can offer a stable mechanism for the reinforcement of behaviour (behaviourism). Also, the behaviouristic school of thought considered it very important that the curriculum could be given in different units and it was able to be acquired gradually, giving the student the comfort of time. This perception was connected with the constructivist teaching prototype. Thus, the emphasis was given on the teaching of microstructure subjects.

c) Software of general use

i. *Text editor*

Text editor is a unique software category which is used for the digital production, modification, paging and communication of a text. On a conceptual level, text editor constitutes a new writing method, which differs in quality from handwriting. The evaluation of the text editor has been suggested by Piper (1987), who has stated some advantages concerning the characteristics and the operations of this particular software. As far as the software is concerned, Piper (1987) initially refers to the fact that all computers have been installed at least one text editor, thus allowing the learner to take advantage of the available equipment. Another advantage has to do with the learner's facility over the basic skills of the text editor, under the condition of course that the teachers are already familiar with them.

ii. *Excel*

Excel is a software application which has to do with the organisation, the modification and the presentation of mostly numerical data. They constitute then, a rather convenient way of computer modelling of data and information. A computerised model contains data and processing rules. In other words, the use of Excel emphasises the way of calculating and not the data itself. The user of the Excel program is able to set suppositions and control them with the data introduction or by modifying the already existing data. Excel is a powerful tool for the creation of quantitative calculating models. With the aid of the models, the user creates scenarios and s/he then simulates them. Excel, in this occasion, becomes a valuable tool for decision making.

iii. *Power point*

Considering the facility of their use and teaching, these tools are widely used for oral presentations which address a classroom or an audience. Their use is widespread at universities for the support of different lessons that is within the framework of a pedagogic transmission of the knowledge. Gradually, the use of power point systems is becoming more common in the lower levels of education as well, since it is the easiest way to use the computer. Power Point systems are used mainly by the learners for presentations (visualization) and constitute a multimedia and a hypermedia tool. When learners create hypermedia, they develop their work management skills, organization and designing skills, survey skills, reflection and presentation skills. In this respect, hypermedias are powerful cognitive tools, available to the learners for the reinforcement and the development of their educational structures. The creation of hypermedia encourages the use of multiple ways of presentation (via pictures, sounds, movement and video), unlike the traditional way

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of education which is characterized by the speech-centralism and the emphasis which is given on the written and oral speech.

iv. *Simulation software and educational games*

We use the term "simulation" to refer to the technique of imitation of a system's behaviour from another system, which takes imminent place at the educational applications of ICTs. That is to say that simulation is a presentation or a model which has been created in order to represent and allow the understanding of a system's operation. There are programs which give various roles to the participants such as the journalist, archaeologist etc, and through their participation they become familiar with the respective scientific terminology. The trainee who plays the role of the journalist, for example, follows orders by the newspaper he works for in order to accomplish a mission. During this mission he needs to find and verify some further information, and as a result he is naturally led to use some sources (e-encyclopaedias, databases). These programs can become really impressive with the use of multimedia (sound, stable and moving picture and text). One of the advantages of this type of educational software is the fact that they encourage team work and survey, they develop the critical ability and they lead to the acquisition of knowledge in a natural and pleasant manner.

Educational electronic games are games that encourage the growth of logical thinking and the acquisition of skills and knowledge in a fun way. They are based on parts of knowledge which users have to apply in order to achieve the suggested goals. From the first surveys that have been made over the use of the games in education (Gordon, 1970), it turned out that they constitute a source of motivation for the users in order to test their knowledge, to develop them by applying them, and to learn facts that they are not familiar with, while entertaining themselves at the same time (Malone, 1980).

v. *Web 3D environments: "Second Life" example*

Virtual environments date back at the beginning of the 1970's, when the adventure and the simulation games appeared, and they had the form of text-only simulation, in which the user could communicate with the computer by typing orders on the keyboard. Today, with the arrival of the web 3D environments, such as "Second Life", we are talking about a very interesting technology which has plenty of possibilities to offer. This technology can be used both in the teaching and learning process, and a lot of educational organisations have already incorporated it in their teaching program. The users of "Second Life", known as "Residents", interact with each other via moving avatars (digital representations of themselves). The users/ "residents" of the virtual world are able to discover the world, meet other residents, take part in individual and group activities, create and commercialise various objects (virtual property) and services, etc. Moreover, as "Second Life" provides its "residents" with lots of communication opportunities via text messages, chats and voice, the basic linguistic skills (reading, writing, speaking and listening) can be practiced together with the data collection, such as the linguistic types, dialogues, elements of intercultural communication.

As can be easily seen, by attributing a more interactive and communicative dimension to the learning experience, "Second Life" offers a lot of advantages to the teachers. The learners are able to communicate with other people (either complete strangers or friends and colleagues) in a 3D environment of their choice. Before the design of activities and the student's entry in the "Second Life" environment, the teacher has to consider and answer certain questions, such as which the targets of the teaching intervention are, what kind of activities should be used for the accomplishment of these targets, how the activities and the learning will be evaluated, what kind of issues may occur etc. Web ED environments play a more and more important role in education. As is the case with every new technology, "Second Life" adds a greater value in the teaching process when it is used in combination with other means, either inside or outside the Internet. While the World Wide Web offers those who learn a great amount of information, "Second Life" adds a synchronous, social and communicative dimension, completing the learning and teaching process from a distance.

vi. *Multimedia software*

Usually, multimedia software have to do with an educational software in CD-ROM form or on the Internet, which provides an environment with the basic characteristics of the hypermedia structure, the possibility of information access in multiple ways and the interplay with the user. A multimedia environment is structured by the use of information of different types, such as: text, picture, graphics, sound, video, animation etc. Moreover, it may be enriched with simulations or elements of virtual reality. Multimedia software is significantly superior to that of the later phases of CAL. For this reason they belong to the last phase of CAL; software of this type target the management, development and use of every type of information which is able to be stored in digital form: numbers, texts, pictures, sound and video. In the simple multimedia forms, the user does not have control of the system, and the presentation of the facts has a linear or serial form, just like in the traditional books. That is, a simple multimedia application is an e-book, i.e. the presentation of a book in digital form, enriched with sound, pictures and video. However, multimedia software, despite their obvious advantages in the teaching process according to the previous software of CAL, have failed to contribute their full potential so far.

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This has happened mainly because of certain issues in the quality of the programs and the teachers' weakness to take advantage of their capabilities. According to Warschauer and Kern (2000), it is difficult for the multimedia material to create a genuine environment and it does not provide interaction of an adequate level either.

III. The Internet

The rapid growth of the Internet has significant consequences; not only in the way the access to the computing material is provided, but also in the way the communication with other people takes place. By exploiting the services of the Internet, the learners have access to a large amount of any kind of data, such as texts, pictures, graphics, sounds and videos. The Internet facilitates communication and the exchange of views between people who are located in different geographical regions. This happens through the exchange of e-mails, the distance cooperation via video conferences or the participation in chat groups with common interests. The Internet's most basic applications which are most frequently mentioned are: the use of the Internet for browsing and information search, for communication - as an electronic learning environment - and, finally, its use as an evaluation tool. One must definitely point out that the aforementioned applications are used in balance in this research. E-mails, the World Wide Web, blogs and "Skype", are only a few Internet services which are incorporated in the educational process and they are becoming valuable tools for the implementation of the educational programs. In later ports of this research each one of them is being analyzed separately, by presenting their educational contribution and the ways in which they can be exploited during the learning process.

With the development and expansion of the Internet, new technologies are being dynamically incorporated in the education service, and more specifically in the e-learning. This education method uses the Internet as a means of distribution of the educational material (it provides the possibility of access and re-use of crucial and modern information sources and educational material, without the limitation of space and time). Tele-learning is being analyzed in a following chapter, as it has a significant contribution in this field. Below, we are going to analyze some of the most important uses of the Internet, present the role that each one of them plays on the way it operates and evaluates the learning and teaching process. A lot of researchers mention that the use of the Internet is able to liberate the teaching and learning from the natural boundaries of the schoolroom. According to this point of view, the Internet has the potential to transform the way the teachers teach and the learners learn. The most important benefits of the use of Internet services in the educational process are identified below:

- Learning becomes an active process for the students, as they have the possibility to process the information.
- Students build the knowledge by themselves, by participating in activities of information search and processing.
- Cooperative teaching is facilitated and so is group work. Learning has an interactive nature, in order to promote a high level of learning, through the exchange of views and conversation.
- Learners can have the control of the learning process and they have the chance to decide on their goals with the teacher's guidance.

IV. World Wide Web

One of the most widespread uses of the Internet nowadays, is its use for search of information. The World Wide Web is the most well-known and widespread Internet service. In this application, the computing material is structured with the hypermedia form. This means that the web contains - apart from texts (hypertext form) -, pictures, audio documents, moving picture documents, videos etc, as well as generally every type of multimedia, with links between the parts of this material. These informative components of the web (texts and multimedia), are located in different nodes on the Internet, anywhere in the world. Moreover, in order for the connection between all the distributed computing material to be made, various links can be found throughout the whole part, which refer to some other parts of the material in the World Wide Web. To be more exact, we could describe the World Wide Web as a large service, in which information is being transmitted continuously. Browsing through the World Wide Web is considered to be a procedure which is defined by very interesting practices as, through this browsing, different forms of learning are promoted.

a) Communicative applications of computers

Computer Mediated Communication programs constitute a new dimension of communication, while at the same time they can be sources of genuine information, appropriate for teaching. Computer and Internet communication tools can be divided in two categories: those of the first generation network and those of the second generation network. The first category comprises e-mails, forums and chats, which allow the asynchronous and synchronized communication (see chapter 3). In the second case we have blogs and wikis.

b) E-mail

The E-mail is a form of written communication with time difference; that is to say that it is belongs to asynchronous communication. The E-mail allows the exchange of messages (and the sending of archives) among Internet users. It should be noted that when the

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e-mail message exchange concerns subjects of specific interest and it is carried out only between some particular groups of users , then the so-called 'mailing lists' are formed. As far as the educational aspect of the e-mail is concerned, it is mainly used for the skills development of the production and the comprehension of the learners' written skills.

c) Internet relay chat

Internet Relay Chat is one of the most popular applications which can be used for communication in real time, i.e. to provide synchronous communication. It gives people the possibility to communicate via text, speech talk and video. With regard to its educational value, Mynard (2002) has presented the benefits of chatting forums in the learning:

- learners communicate in a genuine communication environment with natural speakers in real time
- they are asked to participate actively and develop their skills, such as their interactive ability and their autonomy.

However, there are certain limitations, especially if the learners are not able to type and read fast. In addition, the learners may come across abbreviations and street language, which they may not be able to recognize.

d) Tandems

Communication which takes place via E-mail and Chat lies with great success in the networks we call 'tandem'. Tandem is a method, according to which, two students from different ethnical backgrounds meet in order to help each other in the learning and in order to exchange information on the culture of each other's country. More specifically, it is a "give and take" process in which someone is a teacher of his/her native language and the learner of a foreign one. What is more, this method has addressed adults since it began. The ways through which there can be communication via a tandem are two. The first one is through personal contact of the two participants (face to face tandem). The second one, which is directly connected with this work, is the e-tandem which promotes the contact via an asynchronous written communication, in other words an e-mail (e-mail tandem). The e-mail tandem usually requires that the participants resort to the production of written language, which has a result the production of written texts in the target language, this way creating genuine environments for the language learning process. An improvement of the e-mail tandem is the chat tandem, which allows the use of a web camera, as well. The access to organised tandem programs is made by educational institutions, as an educational environment has to be formed. A crucial point which is worth mentioning is the fact that participants have to be placed in the appropriate groups. The gathering of all participants is made by the completion of a request form in which, apart from the native language and the target language of each participant, further information is provided concerning the level of the target language, the skills they desire to practice, their interests etc.

One of the most widespread tandems is the eTandem Europa, which "is a program that is financially based on the European Union in the context of the European year of languages in 2001. The goal of this program is to make clear to, as many European citizens as possible, the possibility of learning foreign languages via eTandem, and facilitate their incorporation in this program". The tandem method basically constitutes a distance-learning form (e-learning), and it has to do with learning environments where the participants communicate in a tandem, by exchanging messages on the Internet. Before the learners'/participants' incorporation in this system, auxiliary notes are provided concerning the way they have to organise their lesson and the way they evaluate and correct their partner. Additionally, they are provided with material, such as dictionaries and auxiliary linguistic material, in a language which is common between the two.

e) Skype

Skype is a platform for online conversations, in which a feature called 'Skype casts' allows the user to take part in online chats, with maximum 100 participants. Skype has an index where the conversations in language learning can be found, or participants can have a conversation like this by themselves. Abroad and especially in the USA, many teachers have already incorporated the use of Skype in their teaching, and more specifically Skype Education.

f) Blog

Another communication possibility which the Internet provides is the blog. The term "blog" comes from "weblog" and it refers to a webpage which is constantly refreshed, adding new columns (entries), which are put in a linear row, so that the newest entry is on the top part of the blog. Blogs have particular characteristics which make the online editions extremely effective and flexible. These characteristics are:

- easy blog creation
- text entry in a linear row
- photo post, video post etc.
- connection with other websites and blogs
- social network creation

Blogs have to do not only with text archives. In reality they can include all data forms, such as hyperlinks, graphics, presentations, RSS and – most interestingly for language teachers – audio and video archives. The use of blogs has tremendous potential in the education process. For instance, the learner could choose a blog and study it. Parallel to this, s/he could complete specific exercises given by the teacher, which are relevant to the blog's content. In the final stage of

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the assignment, the learner could make an oral presentation of his blog.

Another possibility could be the creation of a blog by the learners themselves. This procedure requires the teacher's active participation, since s/he will have to evaluate the learners' effort, providing comments. Of course, in this case, it would be preferable for the teacher to provide some evaluation criteria from the beginning, such as the context, the language which is going to be used etc.

g) Web Quest

Web Quest is an activity, in which the learners respond to questions and they process the information which is located on the World Wide Web. Web Quests have been designed to focus on the use and analysis of information, and not on the search itself. This means that the teacher and/or the constructor provide the student with the links needed. The Web Quest model was developed in the beginning of 1995 at San Diego State University. The main issues with the use of the Web Quest method concerning the less frequently taught languages are: the language level of websites (usually it is too high), and the fact that, for some languages, there is still very little content available on the Internet. There are different categories of Web Quests according to Dodge (2002), the most significant of which are divided in the categories below: narration, composition, mystery, journalism, design, self-awareness, crisis, analytical, scientific, persuasion, development of common understanding etc. These Web Quests could also be of long term, which promote the development of understanding, and they could be of short term, which generally promote the cognitive development.

The structure of a Web Quest, which has as its base the exploratory activities, is worth discussing. The structure of a Web Quest according to Dodge (1997) is as follows:

- Introduction: the introduction informs the learners about the WebQest's context. It tries to motivate them by assigning them a mission, or giving them a specific role.
- Goal: at this point, the result the learners will have to achieve is described. The WebQuets's goal may be different each time, and it may have, for example, the form of an issue that needs to be solved, a point of view which needs to be supported with arguments, the design of a product, and generally anything that has to do with the collection and processing of information.
- Procedure: in this part the steps and the method which have to be followed by the participants in order to achieve the goal of their Web Quest are presented. The techniques they are going to follow are also mentioned, for example how the information will be organized, where it will be collected etc.
- Evaluation: at this point it is described how the learners' procedure and result are going to be evaluated, and the means of their evaluation is defined.
- Conclusion: having completed the Web Quest's purpose, they are given guidelines for interplay, along with some further activities. Moreover, at this point, learners self-evaluate their effort.
- Material: the material and the reports that had to do with the procedure are collected. There has to be certainly a web material, otherwise there will be no difference from a simple lesson plan.

From the above mentioned, we conclude that Web Quests constitute a first-class implementation procedure of the web sources in the educational practice. This is the case because they contribute positively to the learners' exploratory activities development.

h) Podcasts

Podcasting is a method of multimedia archives distributed via the Internet, by using "RSS" formats. This allows the user to reproduce these archives in any personal computer or mobile phone device. There are also more ways of multimedia distributing on the Internet, but in these instances podcasting has special features, including the use of syndication. This means that users can register to an area which produces podcasts and receive updates automatically, whenever a podcast is available. Such an example is EPN, which has managed to gather podcasts that concern various topics. These podcasts are available not only to the teachers, but also to the learners.

i) Wikis

The word "wiki", which is used to signify "very fast" in the Hawaiian dialect, allows the quick creation and update of a webpage, using the wiki technology. By this, we mean the software that is needed for the creation of a website, which allows any user to locate digital material and information on the Internet. A main characteristic of these websites is the option "edit this page", while they allow the:

- easy creation
- collaboration
- save of the changes
- connection with other websites
- creation of social networks.

In Wikis, every user is able to process, add and delete material which exists on the website. Today, there are various Wikis, the most well-known and widespread of which is Wikipedia. The term "Wikipedia" refers to an e-encyclopedia, which is available in different languages, and anyone can contribute to its composition. There are also the "teachers Wikis", i.e. websites which have to do with the teaching, and they are encyclopedias with terms and examples.

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j) Hot Potatoes

The software suite "Hot Potatoes" is a system for the creation of online educational exercises: short-answer, multiple-choice, gap-filling, crosswords, marching, etc. "Hot Potatoes" includes five applications which can create exercises for the World Wide Web. These applications are "JCloze", "JCross", "JMatch", "JMix" and "JQuiz". There is also a sixth application which is called "Masher", which gathers all the exercises of Hot Potatoes in one. All you have to do is fill in your data – text, questions, answers etc -, and these programs will automatically create the websites for you. "Hot Potatoes" is not free software, but it is free for users who are publicly-funded, for non-governmental users and teachers who have their WebPages free on the Internet.

V. Evaluation of Internet Educational Sources

In the teaching process, the Internet is proved to be a valuable tool and a source of creative stimuli for the teachers who are looking for new resources for their lesson. According to Kasper (2002), the Internet constitutes a highly effective means for the development of academic literacy. In order to evaluate a webpage, one must consider the following noteworthy points:

- The reliability of the webpage's content.
- Whether there is the possibility to control the information provided.
- Whether the access to the suggested webpage shows delays or errors.
- Whether we can foresee a possibility of humiliation from the webpage's material (stable website, rapid change of the website's data etc.). When it was created and how often it is updated.
- Whether the presented information is as objective and complete as possible.
- Whether there are advertisements and the intention of promotion for the products or services.
- Whether the creator(s) have the potential and certification for this purpose.
- Whether the goals are clear (information, education, entertainment, communication).

VI. Conclusions

Taking into consideration what has been discussed so far, one can comprehend that the Internet and the software provided via the Internet, are the most basic tools for a teacher. The continuous development of the Internet and the variety of its content, leads the user and the teacher to a constant development and acquaintance with a wide range of educational material, which is presented in different and interesting ways. In the learning process of a foreign language with the use of the Internet, a crucial advantage is the learner's exposition to genuine material and situations of communication. It becomes evident therefore that the extent and the evaluation of the effectiveness of the existed material by the teachers make their training for that purpose necessary. This means that above all, the teacher should be in a position to evaluate the educational sources available. Warschauer and Healy (1998) state that the changes brought about by technology with regard to teaching are connected with the new social and economic parameters, which have been established in the Western world. Technology is being used more and more frequently in the teaching process by adults. Internet platforms have developed significantly over the last years, and they promise to offer more and more useful, achievable and accessible applications, as well as tools for the language learning process. On the other hand, there are certain obstacles in the C.I.T. incorporation in the learning and teaching process, mainly for reasons that have to do not only with the teachers' education, but also with the material that is used.

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Assessment of Special Education Service Delivery: A Global Perspective

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Abstract- This paper preoccupied itself with the assessment of special education service delivery to persons with disabilities. Individuals with disabilities, who are the subjects of special education, encounter difficulties that prevent or make it strenuous to use a part of their body completely or easily or that they cannot learn easily. Special education service delivery requires the expertise of special educators and para-professionals like the psychologists, social welfare workers, medical personnel and a host of others who are charged with the delivery of quality special education services to meet the needs of all persons with disabilities. Special education services include rehabilitation services, assessment/identification strategies, home/hospital based services, provision of materials/equipment and assistive technology for persons with disabilities etc. Globally, there are two paradigms for service delivery namely special school setting and general or regular school settings. The paper sampled trends of service delivery in India, Brazil, Kenya, Malaysia and of course Nigeria. The paper found that most countries have embraced the regular classroom as modality for service delivery for persons with disabilities.

Keywords: assessment, special education, service delivery, nigeria, global, perspective.

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Assessment of Special Education Service Delivery: A Global Perspective

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Abstract- This paper preoccupied itself with the assessment of special education service delivery to persons with disabilities. Individuals with disabilities, who are the subjects of special education, encounter difficulties that prevent or make it strenuous to use a part of their body completely or easily or that they cannot learn easily. Special education service delivery requires the expertise of special educators and para-professionals like the psychologists, social welfare workers, medical personnel and a host of others who are charged with the delivery of quality special education services to meet the needs of all persons with disabilities. Special education services include rehabilitation services, assessment/ identification strategies, home/hospital based services, provision of materials/equipment and assistive technology for persons with disabilities etc. Globally, there are two paradigms for service delivery namely special school setting and general or regular school settings. The paper sampled trends of service delivery in India, Brazil, Kenya, Malaysia and of course Nigeria. The paper found that most countries have embraced the regular classroom as modality for service delivery for persons with disabilities. The paper identified challenges in the areas of teacher-pupil ratio, funding, failure of parental instruction, individualized education programme, special facilities, equipment and assistive technology, poor rehabilitation services, inclusion, attitudes to persons with disability amongst others that must be tackled to enable efficient service delivery for persons with disability. It was on this note that the paper was concluded.

Keywords: assessment, special education, service delivery, nigeria, global, perspective.

I. Introduction

The issues of persons with special disabilities in any community or society call for special attention. Special education, no doubt, provides the best platform to attend to the needs of these persons. The goal of special education is to equalize for its clients available opportunities in the society. It operates on the philosophy of 'catch them young', that is why it starts as soon as a child is detected to have special needs and it pursues this mandate through the early intervention programme (Ozoji, 2005).Many people do not understand persons with disabilities or appreciate them; sometimes they are stereotyped and discriminated against. According to Chukuka (2010), the able-bodied members of the family and community ordinarily consider themselves more privileged and superior to persons with disabilities. The author explains further that exclusion, disregard and hostility become regular reactions toward them. These groups of individuals suffer low or poor self-esteem as a result of the negative attitude of the society towards them and an assumed notion of their inability to meet parental and societal expectations (Eniola, 1997).

Disability refers to the physical or mental condition that means an individual cannot use a part of his body completely or easily or that he cannot learn easily. Examples of such persons are persons with visual impairment, hearing impairment, speech disorder, and the orthopedic among others. A disabled child is said to be one whose impairment or handicap reduces his ability to perform in certain tasks (Andzayi, 2002).

Provision of special education in Nigeria began in the early 1950s. It was spearheaded by missionaries from the Sudan united Mission, Sudan Interior Mission, the Methodist Church, the Roman Catholic Mission, the Christian Missionary Society, the American Southern Baptists Convention (Olaribigbe, 2011). The goal of these missionaries was to extend special education service delivery to persons with disabilities in Nigeria so as to give them access to quality education and services which the general education framework hitherto could not afford. Sequel to the initiatives of the missionaries, several vocational rehabilitation centers and special schools for persons with disabilities were established across the country to enhance their educational attainment. The focus of this paper shall be on the assessment of special education service delivery. However, rather in antithesis to global trends, inclusion has not been possible in Nigeria due to incompatible curriculums, architectural barriers and other more universal challenges identified in this paper, across the world with specific references to Nigeria, India, Brazil, Kenya and Malaysia.

II. Special Education Service Delivery

The National Policy on Education (2009) defines special education as additional services over and above the regular school programme that are provided for disabled, disadvantaged and gifted children. Special education service delivery requires the expertise of special educators and Para-professionals like the psychologists, social welfare workers, medical personnel and a host of others who are charged with the delivery of quality special education services to meet the

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needs of all persons with disability. Qualitative service in special education is gateway to global competitiveness. Special education in the context of its service delivery encompasses assessment and diagnostic measures for purposes of identification of disabling and handicapping conditions; remediation and specialized learning interventions; as well as counseling and evaluation activities for ensuring the efficacy of professional efforts (Shea and Baver, 1994). Unegbu (2006) adds further that special education service delivery refers to the provisions and resources that professionals generate to Advance Special Needs Children (SNC) towards actualization in all its ramifications. In the content of special education programme, many services are earmarked to normalize persons with disabilities to fit in both the public and private sectors. The programme makes it possible for them to adjust from the notion of being unable to carry on societal roles to fully responsible citizens. Some vital areas of special education services include;

- Vocational rehabilitation
- Community based rehabilitation
- Medical rehabilitation
- Assessment/identification strategies
- Home/hospital based services
- Provision of materials/equipment and assistive technology for persons with disabilities.
- Special education teachers/Para-professionals.

These services are provided as integral aspects of special education programme geared towards securing an independent and self-reliant existence for persons with disabilities. The efficiency and success of special education is deeply rooted in how effectively it can deliver on these services. There is no gainsaying the fact that special education is a unique system of education that is delicate to operate because of its subjects, expensive and complex to run because it is equipment driven and as well requiring a high level of expertise. This has led to a wider debate on the most effective modality between special schools and inclusive school setting better suited to efficient service delivery to persons with special needs.

III. Global Trends in Special Education Service Delivery

The attitude of the international community towards special education service delivery has been notably positive, commendably focused on elevating the status of SNE to a right for persons with disabilities.

On the global stage, certain global templates have been put in place for special needs education service delivery. Foremost amongst these are the 1989 convention on Rights of the Child (CRC); The Salamanca Declaration of 1994; the Education For All declaration in Dakar in 2000; and the UN Convention on the Rights of Persons with Disability. The 1989 CRC noted that parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of disability or other status. While a general base, it was an important step in re-affirming the right to education of persons with disability. However, rather unfortunately, the Education For All declaration in Jomtien in 1990 failed to mention explicitly the right of persons with disability to education.

The Salamanca Statement and Framework for Action has the most definitive statement on education with special needs requires that "ordinary schools should be equipped to accept all children, regardless of their physical, intellectual, emotional, social, linguistic and other conditions." The Declaration further provides that "educational policies at all levels---should stipulate that children with disabilities should attend their neighborhood school, that is, the school that would be attended if the child did not have the disability." The Declaration commits that children with disabilities and special needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs. These international instruments have shifted emphasis to inductive education as a veritable option for service delivery to persons with special educational needs from the hitherto segregated approach. The UN Convention on the Rights of Persons with Disability, Article 24 clearly recognizes the rights of persons with disability to equal educational services as follows;

a. Persons with disabilities are not excluded from the general education systems on the basis of disability, and that children with disabilities are not excluded from the free and compulsory primary education or from secondary education on the basis of disability;
b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on equal basis with others in the communities in which they live;
c. Reasonable accommodation of the individual's requirements is provided;
d. Persons with disabilities receive the support required within the general education system to facilitate their effective education;
e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

It is interesting to note that countries across the globe have tailored their pursuit of efficient special education service delivery in line with their commitment at the various international fora especially the United Nations. For instance, in India, the education of children with disabilities was initiated in the late 1800s with the establishment of special schools for the deaf in Bombay in 1883, and for the blind in Amritsar in 1887 (INDIAEXIN Resources, 2013). By 1900 numerous special schools

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for the visually and hearing impaired children were set up across the country. This initiated the tradition of special schools in the country and till the 1970s, this was the dominant mode of service delivery for children with special needs. However, in 1974, the scheme on Integrated Education of Disabled Children (IEDC) broke new ground by stressing the need for educating children with mild to moderate disabilities in regular school settings (INDIANEXIN Resources, 2013). India's National policy on Education (1986) stated that the "objective should be to integrate physically and mentally disabled people with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence." In 1990, the Indian government acted on the policy by adopting the plan of Action which ambitiously committed to universal enrolment by 2000 for both children with and without disabilities. It also strengthened the National Policy on Education by demanding that persons with special needs be educated only in regular schools and not in special schools as had been allowed earlier. The placement principle for persons with special needs in effect relegated special schools to the status of bridge schools. Children in these schools were expected to obtain training in non-curriculum areas, to help them prepare for general curricula after which it was expected that they would be transferred to general schools.

In Kenya, the mode of special education service delivery seems to be through the traditional segregated school setting. According to the school mapping data set of 2008, there are 3,464 special needs institutions in the country with 2,713 integrated institutions and 751 special schools (Republic of Kenya 2012). Generally, access and participation of pupils with special needs is low and their needs are not being specifically addressed, especially children with behavioral difficulties and those with various forms of learning difficulties and attention deficit, gifted and talented. This has been attributed to the emphasis on academic performance and examinations (which) creates an unfavorable learning environment for children with special needs and even moderate learning difficulties (Republic of Kenya, 2012). In contrast, the trajectory of special education service delivery in Brazil is quite fascinating. The evolution of special education in Brazil has moved from an initial phase, markedly assistance-oriented, aiming only at the well-being of the person with disability to a second phase in which the medical and psychological aspects were given priority. After that, it got to the educational institutions and then to the integration of special education into the mainstream school system. Today finally, the special education clashes with the proposal of total and unconditional inclusion of students with disabilities in the classrooms of mainstream schools. Mamtoan (2000) opines that such transformations have altered the meaning of special education and have distorted the meaning of that teaching modality. Brazil's Basic National Educational Guidelines Lei de Directrizes and Bases da Educacao Nacional-LDB Act Nr. 4. 024161, has granted the "exceptional students" the right to education, stating in the article 88 that in order to integrate those students in the community, they should be placed, as much as possible, in the mainstream educational system. It is understood that in this mainstream system, both would be included-the regular educational services and the special ones-but it can also be understood that when the education of students with disabilities does not fit the mainstream educational system, a special system should be created, becoming a separate sub-system (Mantoan, 2000). The Brazilian Constitution of 1988, in chapter iv, of education, culture and sports, section 205 prescribes. "Education is the right of all and it is the responsibility of the state and family." In section 2008, it says. "The responsibility of the state towards education will be put into effect through the guarantee of specialized educational service to the carriers of disability, preferably in the mainstream school system." According to Mantoan (2000), the placement of persons with special needs in schools in Brazil involves three possible directions, to wit:

a. The one that implies an opposing meaning between special and mainstram education, where the students with disabilities would have only one option, that is, the special education;
b. That one that implies partial insertion, that is, the integration of students in the mainstream classrooms when they are ready to study with their colleagues in the mainstream teaching but always with direct or indirect support from the special teachers; and
c. The one that indicates inclusion of students with disabilities in the mainstream classrooms, indistributively and unconditionally, this implying a transformation of the schools to meet the educational needs of all the students and not only some the educational needs of all the students and not only some of them-the opens with disability or the gifted ones as the case may be are referred ot in special education. However, major focus of the intellectual debate is on options b and c i.e school integration and school inclusion.

In Malaysia, the mechanism of service delivery for special needs education is slightly different. Services for the special needs students in Malaysia are currently observed by three different Ministries namely the Ministry of Health, Ministry of Women, Family and Community Development and the Ministry of Education. Progressively, in Malaysia children with disabilities are detected very early in their infancy when they are screened by health personnel. This is in line with the agreement made in the Asian and Pacific Decade of Disabled Persons (1993 – 2002) that by 2012, all children from birth to four years old receive community-

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based early intervention services including giving support and guidance to their families.

However, where education is concerned, according to the Development of Education, National Report of Malaysisa (2004), only the Ministry of Education is involved in establishing school boards to ensure the provision of educational programmes such as remedial programmes for students who are deemed as at-risk in learning and students with special needs such as hearing or vision loss.

In Malaysia an array of services are provided for parents to choose for their children ranging from special schools and programmes run by coalition of societies for persons with disabilities, non-governmental organizations (NGOs) or in inclusive classes in normal schools (Nora Mislan, 2013). Special education service delivery in this country is anchored on individualized education plan. IEP is a programme that allows both teachers and parents to monitor students' progress and development. The Education For All Handicapped Children Act of 1975; the Education of the Handicapped Act Amendments of 1986, and the Individuals with Disabilities Act (IDEA) Amendments of 1997 have executed a law concerning special education that recognizes family involvement and teacher-parents collaboration as an essential component in developing IEP.

IV. Challenges of Efficient Special Education Service Delivery

The performance of special education in the delivery of the highlighted specialized services has been all but impressive in Nigeria and in some other countries. The processes of assessment and identification of disabled children leaves much to be desired, rehabilitation services are poorly run and rarely available and the dearth of special education professionals, equipment and other instructional materials all indicate poor special education service delivery. Poor service delivery is itself an effect and therefore necessitates an enquiry into the possible factors that inhibit special education from performing optimally whether in inclusive or segregated schools. Some of the factors inhibiting efficient special education service delivery include the following;

a) Special Education Teacher-Pupil Ratio

According to Kassim (2009), the special education teacher is a professional whose specialized training and experience often establish him/her as the individual best qualified to address the unique learning needs created by disabilities. He is one trained with diverse techniques to harmonize materials in teaching learners with disabilities to enable them adapt to the special school setting (Omede, 2011). Special education teachers help their student to progress not only academically but also behaviorally by helping them develop emotional awareness, conduct themselves in a manner that is socially acceptable and feel comfortable in social situations (Osagie-Obazee, 2011).

Pupil-teacher ratio is the number of pupils enrolled in a school divided by the number of school teachers (regardless of their teaching assignments) (UNESCO Institute for Statistics, 2011). The National Policy on Education (2004) recommends a fair pupil-teacher ratio of 10:1 per class. The world average in most cases has been 6:1 or lower depending upon the needs of the children (Wikipedia, 2011). In fact, the pupil-teacher ratio in special schools in Nigeria is in consonance with global trend. However, with the blatant disregard for policies in Nigeria, the practice in most places is to enroll above the normal ratio in a class except where other factors operate to keep disabled persons out of enrollment. This is not unconnected with the shortage of special schools to accommodate the growing educational needs of persons with disabilities in Nigeria.

The current shift from segregation policy to that of inclusion and mainstreaming has deepened the problem of pupil-teacher ratio with the massive overpopulation in public regular schools. The dangers of overcrowding in classroom setting are so enormous such that the ultimate goal of teaching and learning could be defeated. Low pupil-teacher ratios allow many children to receive a uniquely and bespoke education (UK Department for Children Schools and Families, 2008). This is exactly what overcrowding in mainstreamed classes deprives disabled persons in Nigeria and other developing countries. The disabled child requires special and extra attention over the normal students. Therefore, their education must take place in a moderately populated class in compliance with the NPE in the respective countries and under a conducive learning condition without prejudice to an inclusion arrangement or mainstreaming.

b) Funding

While evidence on service delivery worldwide makes clear that simply increasing expenditure does not ensure improved service delivery outcomes, expenditure performance in programmes is generally a useful indicator of the relative priority given to different elements of public programmes (World Development Report, 2004). The specialty of special education can be seen in the fact that it utilizes special facilities, materials and equipment in imparting worthwhile knowledge, values, beliefs and skills unto the exceptional children who are the focus of special education (Adwole and Bolaji, 2011). Thani (2006) asserted that adequate funding is crucial to the successful implementation of special needs education. This is because money is required to employ desired manpower, procure and maintain infrastructural facilities, instructional materials and to cope with emergencies arising from expansion or

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increase in special needs education. Funding is paramount in both the private and public sectors of the economy. Special education service delivery cannot effectively take place where there is no fund for the procurement of the needed facilitates as well as the recruitment of human resources involved. For instance in Nigeria funding is one of the obstacles to special education service delivery whether in special schools or regular schools. This is because the government does not consider this educational subsector a priority. The lack of adequate funding for education Nigeria is succinctly captioned as follows;

> *"When the oil money dried up in the mid 1980s and the introduction of the IMF-like austerity programme appropriately called SAP, funding to education was cut, quality suffered, good teachers fled and entire structure collapsed. The budgetary attitude to education is yet to recover from the reversal of fortunes. Since 2007, Nigeria spent an average of about 0.7% GDP and about 3% of the budget on education-among the lowest five ranked in the world! (El-Rufai, 2011, Para 18)."*

It is noteworthy that special education as it is has no independent lifeline of its own but dependent on the same Ministry of Education for its funding save for limited private interventions and as such its fortunes are not better than that portrayed by El-Rufai. The intellectual observed further, "…in those days Nigeria spent 40% of her budget on education compared to today's 2%" (Para. 6).

For instance, Ghana spends between 28 – 40% of annual budget on education, Kenya foots tuition fees in secondary schools and South Africa spends 5.4% of GDP on education (UNESCO Institute for Statistics, 2011). This shows that Nigeria has a lot to do more than most other African countries in view of the present decay in not just the special education sub-sector but the general education sector and her estimated eight million children out of primary school including persons with disabilities (The British Council/Harvard School of Public Health Next Generation Report as cited in El-Rufai, 2011). Oladejo (2002) stressed that like the entire education sector, special education is being grossly underfund especially by governments. It is pathetic to note that special needs education which is costlier to fund when compared to regular education receives far less and has no specific funding formula and source and often is attended to when there is an overflow of resources from the budgets of regular education (Thani, 2006).

c) Failure of Parental Instruction

Generally, there are two kinds of education to wit formal and informal education. The former is usually a consolidation on the latter. In other words, informal education lays the fertile ground for formal education to take place.

Informal education is the type of education that takes place out of the formal school setting and the home or community setting. Informal methods of learning vary from imitation to oral instruction, criticism, and observation amongst others. This is where the challenge arises for persons with disabilities. Unlike in the formal school setting where universal techniques of teaching persons with disabilities such as the Braille system for the blind, sign language for the deaf have been contrived to aid learning for disabled persons, there are no established universal methods of passing instructions to persons with disabilities in the informal setting. More often than not, the parents of the disabled child are illiterates unable to contrive any special method of communicating with the disabled child not to think of teaching the disabled child. As a result, most parents prefer to 'let the child be' giving him food and assistance in his personal needs such as bathing or 'helping to express his feelings or explain his emotions to others.' The result is that the child becomes redundant and totally dependent on parents on family members for his daily existence.

Again, even where the family is able to device a means of communicating with the child, other members of the society may not find it suitable. In this scenario, the child's situation may advance to uneducable disability if special education intervention services do not reach him on time. In practice, these intervention services do not come early enough especially in the rural areas. Where such disabled persons are finally enrolled in school, their education becomes extremely difficult if not impossible. The end being that special education service delivery would not take place optimally.

d) Individualized Education Programme (IEP)

According to Kirk and Gallagher (1986), the individualized education programme defines the instructional plan, the nature of the child's problem; the programme's long-term objectives; short-term, goals; the special education services and the criteria for gauging the effectiveness of those services. The authors identified three ways to adapt instruction to the inter-individual and intra-individual differences found in exceptional children; changing the actual content of lessons, the specific knowledge being taught, or varying the environment to create an appropriate setting in which to learn.

In Nigeria, the mechanisms for the management of IEPs are not satisfactory. The trend of overcrowding in mainstreamed classes and the gross inadequacy of specially trained teachers make IEP for each pupil a forlorn hope. Where school administrators and special educators fail to pay attention to detail in the modification of curriculum either due to the pressure of overpopulation or the lack of expertise, efficient service delivery in special education will be impugned.

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e) Special Facilities, Equipment and Assistive Technology

These are the fulcrum for special education service delivery. Special education is equipment-driven and the use of assistive technology is the conduit-belt for the effective delivery for persons with disabilities whose disabling conditions require modifications such as Braille embossers, talking books, mobility devices etc. to lead a normal life.

The dearth of instructional facilities constitutes a big clog in the wheel of special education service delivery in Nigeria. Just as the technician cannot work without his tools so special educators and learners cannot function properly without the requisite facilities, equipment and/or assistive technology.

The reasons for this challenge would include the fact that technological devices are not locally made meaning they are not readily available and where they are eventually imported, they become too expensive for individuals and the underfunded schools to afford. This does not augur well for efficient service delivery for persons with disabilities.

f) Rehabilitation Service

The word rehabilitation is derived from the Latin world *habitas* which mean to make able. The concept has been viewed variously by scholars with common agreement on remedial actions. Wale (2005) defined rehabilitation as the combined and co-ordinate use of medical, social educational and vocational measures used for training individual disabled by disease or injury to the highest possible level of functional ability.

Rehabilitation services are not commonplace in Nigeria due to the lack of expert hands as well as limited resources to start rehabilitation centres. Access to free medical rehabilitation and other Medicare services and therapy is minimal. For instance, free eye care services and speech therapies are inaccessible in the entire Kogi State of Nigeria except for the periodic intervention of missionaries such as the ECWA mission. This is against the backdrop of the much mouthed free Medicare or the handicapped policy of various administrations.

g) Inclusive Approach to Service Delivery

The tensions between the role of special and general schools for person with special needs continues today, even after the seemingly widespread recognition that inclusion is seen as a more effective educational and social strategy in most cases. Inclusive education is still a challenge for many counties due to hurdles in legislation, capacity and societal attitudes-for instance, lack of community support, shortage of properly trained teachers, as well as school facilities and curricula that are not adapted to the needs of children with disabilities. These are particularly true of Nigeria. In Kenya, the Ministry of Education and Ministry of Higher Education, Science Technology in a Sessional Paper of 2012 observed that "the emphasis on academic performance and examinations creates an unfavorable learning environment for children with special needs---this poses a challenge to the integration and inclusion of persons with such disabilities in regular schools." The paper also noted that the absence of reliable data on children with special needs across all levels of education and inadequate funding constrains effective special education service delivery and planning using an inclusive approach. Mantoan (2000) pointed out a unique perspective to the challenge of inclusion in Brazil in the following words;

"The issue raises innumerous and uncountable controversies; it challenges teachers and health care professionals who deliver services to persons with disabilities-the paramedics and others who clinically treat children and young persons who have school and social adaptation problems. It also challenges the parents associations which adopt traditional paradigms of service delivery to their clientele. The issue also affects special education teachers greatly; they fear losing the space they have conjured in schools and in the school system in general. The teachers from the mainstream schools feel incompetent to cater for the differences in their classrooms, especially with regard to the students with disabilities, once their specialized colleagues have always been distinguished as being the only ones to deliver that service and have done so exaggeratedly under everyone's eyes. There is also a contrary movement of parents of students without disabilities, who do not admit inclusion because they think the schools will become worse and or will lower even more the quality of their teaching if they have to take in these new students".

Admittedly, some of these issues are merely teething problems of inclusive education of a non-permanent nature, if overlooked are capable of undermining service delivery to persons with special educational needs.

h) Attitudes to Persons with Disabilities

Despite the move to more inclusive educational policies, clearly the educational outcomes of children with disabilities are substantially lagging those of the general population. One of the several plausible explanations for these is the attitudes toward persons with disability. The INDIAEXIN Resources (2013) notes correctly that even poorly resourced systems can be inclusive if the attitudes of parents, communities and teachers are sufficiently supportive. The attitudinal challenge is more pronounced in the inclusive paradigm to service delivery. Children are not disabled because of how they are born-they are disabled due to barriers in people's attitudes and the environment that hinder their full and effective participation in society on an equal basis with persons without disabilities (Oamar, 2008). Parasuraman (2002) studied the attitudes of general education teachers towards children with special needs

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and inclusion in Mumbai, India and found that the more educated the teacher the more positive attitude and while 85 percent of classmates were supportive only 80 percent of teachers reported as being very or somewhat supportive. In Nigeria, the societal attitude is largely negative due to the high level of illiteracy while the educated ones remain skeptical of the success of inclusive education due to architectural barriers and unsuitable curriculum.

V. Conclusion

Educating children with disabilities remains a challenge to most countries, and education targets are not being attained. Many children with special needs do not have access to any kind of school, much less regular education that develops their talents and capabilities in the fullest potential. Protecting the rights of children with special needs requires us to see the whole child not just the disability. It requires us to respect their capabilities, protect their dignity and worth, and include them as part of society. But beyond that, it requires us to shed light on the truly shadowy areas where children with special needs are most vulnerable-in education, protection from harm and exploitation.

This paper has been able to critically assess the performance of special education in service delivery to persons with disabilities. Optimal performance in service delivery in special education will take into cognizance the range of services offered, the efficiency in the delivery of these services, and the geographical spread or access of disabled persons to such services. It is the view of this paper that the challenges inhibiting the efficient delivery of special education services to persons with disabilities must be promptly addressed so as to enhance the optimum performance of special education in line with global expectations.

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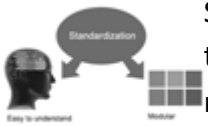

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Research articles: These are handled with small investigation and applications

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 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

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

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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.

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

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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).

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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.

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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.

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

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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.

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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.

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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.

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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.

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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.

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To make a paper clear

· Adhere to recommended page limits

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- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
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In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

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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.

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

Approach:

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- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

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

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- 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.
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Approach:

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- Shape the theory/purpose specifically - do not take a broad view.
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- Explain materials individually only if the study is so complex that it saves liberty this way.
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- 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.

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- 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.

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- 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.
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- 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.

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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.

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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:

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- 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:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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