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Volume 13   Issue 8   Version 1.0

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By Dr. P.P.S. Paul Kumar

Acharya Nagarjuna University, India

Abstract- The object of Physical Education is to learn, acquire and perform 'skills'. Learning of skills is good at early ages. Bodily movement of activities are necessary and powerful. The physical Education is a programme by which the students are brought up with the 'will' of mind. The coordination of body with mind is got by exercises and activities through sports and games. No school should be left off without the improvement of the programme. Sport is active by which 'spirit' enlightens and the positivity of the mind is endurance to success. Facilities should be freely available without hesitance. The students of the schools are seeking for the help of the personnel with the enough facilities.

Keywords: school, government, physical education, sports.

GJHSS-A Classification: FOR Code : 130210

A SURVEY OF PHYSICAL EDUCATIONAL FACILITIES IN GOVERNMENT HIGH SCHOOLS IN SRIKAKULAM DISTRICT

Strictly as per the compliance and regulations of:

A Survey of Physical Educational Facilities in Government High Schools in Srikakulam District

Dr. P.P.S.Paul Kumar

Abstract- The object of Physical Education is to learn, acquire and perform 'skills'. Learning of skills is good at early ages. Bodily movement of activities are necessary and powerful. The physical Education is a programme by which the students are brought up with the 'will' of mind. The coordination of body with mind is got by exercises and activities through sports and games. No school should be left off without the improvement of the programme. Sport is active by which 'spirit' enlightens and the positivity of the mind is endurance to success. Facilities should be freely available without hesitance. The students of the schools are seeking for the help of the personnel with the enough facilities. The entire success lies on them. Otherwise the programme will be so dull that the students get disappointment in the long run keeping this in view, an attempt has been made to study the existing physical education facilities in the High School of Srikakulam District.

Keywords: *school, government, physical education, sports.*

I. INTRODUCTION

"G ames" is a ubiquitous display and a mass social development of contemporary times. In whatever time was spent authentic advancement brandishes has possessed an unmistakable place both in the ethical society of a social order. Its social essentialness presses on to fly. In the present day days 'wears for all' turn into an extremely prominent motto. Participation in games will yield best physical fitness and positive health for all. In the dash situation of cutting edge life individuals require more practice to keep their physique and mind fit to execute the regular exercises successfully. Were mortal is a dynamic animal. He controls limits for development. He has all the essential Neuro brawny systems that make development conceivable and energize terrible engine movement of the whole being. Without this support there is no life physiologically, while man is animated, he should move somehow.

In the present day days, sports and amusement have got considerably more pertinence in the connection of men and ladies getting physical practice and along these lines keeping one self fit and possessing the recreation time in a productive way. Therefore, it should be an endeavour for organizations in the social order to strive optimally to make accessible sufficient offices and sound programme of games and recreations at each start like schools and school, production lines and business strongholds, organizations and withdraws companies and orgs in country and urban zones. So individuals of all ages pick a few recreations or brandishes occasions for participant.

II. AIMS & OBJECTIVES OF STUDY

Twenty schools were taken under survey. The Method adopted was based on Questionnaire. Ten schools were under Government while the other ten under management. Sixteen schools are co-educational, two for boys and two for girls. Fifteen schools are situated in villages where five schools in town areas. The strength of pupils varies from 200 to 1200.

One school was established in the year 1882, whereas all other schools were established after 1950. The bounded areas of half of the schools are limited to 2 acres. Three schools have had physical director. No school has coaches, markers, pickers and ground boys. The most favorable games, among the schools and ground facilities available, are, in the descending order, kho-kho, Kabaddi, Volley Ball, tennikoit, Ball Badminton, and throw ball. Other games have less dominance so those seven to eight schools are choice to them in the programme. Their possibility is due to the very limited areas which the schools have. Only one school has basket ball court. Three schools including in their programme. The athletic events such as high jump, long jump, Javelin throw and throwing circles are being conducted in most of the schools. There were not available sufficient ground facilities for more than 400 meters track except 100 meters straight. All schools are not having pavilion, swimming pool and gymnasium.

Referring to athletic equipments all schools have no proper arrangement for equipments so that if one school has some equipments, the other has not got them. All school have national flag. Three schools have no even school flag. Four schools have no first aid kit. Audio-visual have got poor record. All schools have notice board, charts are not available. Fifty percent of the schools are satisfied with the available sports funds. Nine schools grant less than 200 rupees one school is in range of Rs.200 to 400. Six schools are in the range of 300 to 400. Two schools are in the range of 401 to 500. Only one school out of twenty have allotted money more than Rs.500. Thirteen schools have allotted below Rs.400. Five schools are in the range between 400 to

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600 rupees. One school is above Rs.700 and one is above Rs.800.

III. Methodology Implemented

A proper survey has been made on existing facilities afforded in all high schools in Srikakulam District of A.P. The number of institutions is twenty surveyed for the facilities available, and the method adopted is on questionnaire method.

Under Guide's consultation and references of books, the formal questionnaire was prepared and submitted to authorities for correction and then a fresh questionnaire was made out of additions and subtractions. Printed copies were sent to the Physical Education Teachers of the High Schools requesting them to go through the questionnaire and fill it correctly. Filled up questionnaires were received through post. They were arranged properly and had been a look into them for deriving a suggestion on the whole. The data had been classified and compiled under different tables. Finally a conclusion arrived at out of the facilities. A well developed physical educational programme has been formulated and the need of sufficient facilities insisted on the study of high schools.

General Form		
1	Name of the Institution	:
2	Year of Establishment	:
3	Type of Management	: Private / Government
4	Location of the Institution	: City / Town / Village
5	Is your school a Co-educational	: YES / NO
6	Strength of Institution	: a) Men : _____ b) Women : _____
7	Area you providing any facilities for the community	: YES / NO
8	Total area of the campus	:

Form I : General Information Form

Staff Form		
1	Number of Physical Education Directors	Men : _____ , Women :
2	Their Qualification and Experience	:
3	Number of Physical Education Teachers	:
4	Their qualification and experience	:
5	Number of Coaches	:
6	Number of Markers	:
7	Number of Clerk/Typist in your department	:
8	Number of Pickers/ground boys	:
9	Additional duties of the physical education staff	:
	a) Class room teaching b) Office Work c) N.C.C. Work d) Library Work e) Extra-curricular	: YES/NO

Form II : Staff Verification Form

Permanent Facilities Form			
1	Hockey field	YES/NO	(_____ Nos.)
2	Basket Ball Court	YES/NO	(_____ Nos.)
3	Tennis Court	YES/NO	(_____ Nos.)
4	Kho-Kho Court	YES/NO	(_____ Nos.)
5	Kabaddi Court	YES/NO	(_____ Nos.)
6	Net Ball Court	YES/NO	(_____ Nos.)
7	Foot ball field	YES/NO	(_____ Nos.)
8	Cricket field	YES/NO	(_____ Nos.)
9	Volley ball court	YES/NO	(_____ Nos.)
10	Tennikoit Court	YES/NO	(_____ Nos.)
11	Throw ball Court	YES/NO	(_____ Nos.)
12	Ball Badminton Court	YES/NO	(_____ Nos.)
13	Shuttle Badminton Court	YES/NO	(_____ Nos.)
14	Soft Ball Diamonds.	YES/NO	(_____ Nos.)
15	Court with Flood Lights	YES/NO	(_____ Nos.)

Form III : Permanent Facilities Form

Ground Facilities for Athletic Events			
1	400 Mts. Track	YES/NO	(_____ Nos.)
2	200 Mts. Track.	YES/NO	(_____ Nos.)
3	High Jump Pits.	YES/NO	(_____ Nos.)
4	Long Jump Pits.	YES/NO	(_____ Nos.)
5	Throwing circle	YES/NO	(_____ Nos.)
6	Do you having permanent throwing	YES/NO	(_____ Nos.)
7	Javelin arc	YES/NO	(_____ Nos.)
8	Do you have a separate 100Mts. Straight.	YES/NO	(_____ Nos.)

Form IV : Ground Facilities for Athletic Events Form

Indoor facilities Form			
1	Table Tennis	YES/NO	(_____ Nos.)
2	Carrom boards	YES/NO	(_____ Nos.)
3	Chess Boards	YES/NO	(_____ Nos.)
4	Shuttle Badminton	YES/NO	(_____ Nos.)

Form V : Indoor facilities Form

Special Facilities Form			
1	Pavilion Stadium	YES/NO	(_____ Nos.)
2	Swimming Pool	YES/NO	(_____ Nos.)
3	Gymnasium	YES/NO	(_____ Nos.)
4	Equipment rooms	YES/NO	(_____ Nos.)
5	Resting Rooms	YES/NO	(_____ Nos.)

Form VI : Special Facilities Form

	Equipment Form		
1	Starting Block	YES/NO	(_____ Nos.)
2	Starting Gun.	YES/NO	(_____ Nos.)
3	Finishing Post.	YES/NO	(_____ Nos.)
4	Stop watches	YES/NO	(_____ Nos.)
5	Measuring Tapes	YES/NO	(_____ Nos.)
6	Judges Stand	YES/NO	(_____ Nos.)
7	Hurdles	YES/NO	(_____ Nos.)
8	Wind gauge	YES/NO	(_____ Nos.)
9	Flag Post	YES/NO	(_____ Nos.)
10	Relay Baton	YES/NO	(_____ Nos.)
11	Shots (16 lbs)	YES/NO	(_____ Nos.)
12	Shots (12 lbs)	YES/NO	(_____ Nos.)
13	Shots (8 lbs)	YES/NO	(_____ Nos.)
14	Cross Bars	YES/NO	(_____ Nos.)
15	High Jump upright	YES/NO	(_____ Nos.)
16	Take off boards	YES/NO	(_____ Nos.)
17	Pole Vault Box	YES/NO	(_____ Nos.)
18	Discuss	YES/NO	(_____ Nos.)
19	Javelin	YES/NO	(_____ Nos.)
20	Pins for marking	YES/NO	(_____ Nos.)
21	Whistle	YES/NO	(_____ Nos.)
22	Skipping Ropes	YES/NO	(_____ Nos.)
23	Score Sheet	YES/NO	(_____ Nos.)
24	Signal Flag	YES/NO	(_____ Nos.)
25	Victory Stand	YES/NO	(_____ Nos.)
26	Reference Stand	YES/NO	(_____ Nos.)

Form VII : Equipment Form

	Gymnasium Equipment Form		
1	Parallel Bars	YES/NO	(_____ Nos.)
2	Horizontal Bars	YES/NO	(_____ Nos.)
3	Vaulting bucks	YES/NO	(_____ Nos.)
4	Mats	YES/NO	(_____ Nos.)
5	Support belts	YES/NO	(_____ Nos.)
6	Spring Beards	YES/NO	(_____ Nos.)
7	Balance Beam	YES/NO	(_____ Nos.)
8	Climbing Ropes	YES/NO	(_____ Nos.)
9	Roman Rings	YES/NO	(_____ Nos.)

Form IX : Gymnasium Equipment Form

	Equipment for Major games Form		
1	Basket Ball Boards	YES/NO	(_____ Nos.)
2	Basket ball Right	YES/NO	(_____ Nos.)
3	Net Ball Rings	YES/NO	(_____ Nos.)
4	Table Tennis Table	YES/NO	(_____ Nos.)
5	Basket Balls	YES/NO	(_____ Nos.)
6	Basket Ball Ring Net	YES/NO	(_____ Nos.)
7	Volley Balls	YES/NO	(_____ Nos.)
8	Volley Ball Net	YES/NO	(_____ Nos.)

9	Foot Balls	YES/NO	(_____ Nos.)
10	Foot ball Goal Net	YES/NO	(_____ Nos.)
11	Soft Ball Gloves	YES/NO	(_____ Nos.)
12	Soft Ball Gloves	YES/NO	(_____ Nos.)
13	Base Plates	YES/NO	(_____ Nos.)
14	Hockey Sticks	YES/NO	(_____ Nos.)
15	Hockey Balls	YES/NO	(_____ Nos.)
16	Goal Keeper Pads	YES/NO	(_____ Nos.)
17	Leg Guards	YES/NO	(_____ Nos.)
18	Hand Gloves for Goaly	YES/NO	(_____ Nos.)
19	Hockey Goal Boards	YES/NO	(_____ Nos.)
20	Hockey Goal Nets	YES/NO	(_____ Nos.)
21	Ball Badminton Racket	YES/NO	(_____ Nos.)
22	Table Tennis Balls	YES/NO	(_____ Nos.)
23	Tables Tennis Nets	YES/NO	(_____ Nos.)
24	Shuttle Cocks	YES/NO	(_____ Nos.)
25	Shuttle Badminton Nets	YES/NO	(_____ Nos.)
26	Tennis Racket	YES/NO	(_____ Nos.)
27	Tennis Balls	YES/NO	(_____ Nos.)
28	Tennis Net	YES/NO	(_____ Nos.)
29	Umpire Chair	YES/NO	(_____ Nos.)
30	Cricket Balls	YES/NO	(_____ Nos.)
31	Cricket Stumps	YES/NO	(_____ Nos.)
32	Cricket Mats	YES/NO	(_____ Nos.)
33	Cricket Stumps	YES/NO	(_____ Nos.)
34	Cricket Batting Pads	YES/NO	(_____ Nos.)
35	Cricket Batting Gloves	YES/NO	(_____ Nos.)
36	Wicket Keeping Gloves	YES/NO	(_____ Nos.)
37	Boundary Flog	YES/NO	(_____ Nos.)
38	Umpire Coats and Hats	YES/NO	(_____ Nos.)
40	Throw Balls	YES/NO	(_____ Nos.)
41	Tennikoit Rings	YES/NO	(_____ Nos.)
42	Tennikoit Net	YES/NO	(_____ Nos.)
43	Net Balls	YES/NO	(_____ Nos.)
44	Net Balls Nets	YES/NO	(_____ Nos.)
45	Volley Ball Antenna	YES/NO	(_____ Nos.)
46	Chest Numbers	YES/NO	(_____ Nos.)

Form X : Equipment for Major games Form

	Other requirement Form		
1	Amplifier	YES/NO	(_____ Nos.)
2	Mikes	YES/NO	(_____ Nos.)
3	Mega Mike	YES/NO	(_____ Nos.)
4	Radio	YES/NO	(_____ Nos.)
5	Record Player	YES/NO	(_____ Nos.)
6	Tape Recorder	YES/NO	(_____ Nos.)
7	Epido Scope	YES/NO	(_____ Nos.)

8	Band Set	YES/NO	(_____Nos.)
9	Projector	YES/NO	(_____Nos.)
10	Notice Board	YES/NO	(_____Nos.)
11	Honour Board	YES/NO	(_____Nos.)
12	Charts of various sports and games	YES/NO	(_____Nos.)
13	Specific Magazines	YES/NO	(_____Nos.)

Form XI : Audio Visual Aids Form

Audio Visual Aids Form			
1	National Flag	YES/NO	(_____Nos.)
2	School Flag	YES/NO	(_____Nos.)
3	Score Board	YES/NO	(_____Nos.)
4	Tug of War Rope	YES/NO	(_____Nos.)
5	Kettle	YES/NO	(_____Nos.)
6	Tumblers	YES/NO	(_____Nos.)
7	Trays	YES/NO	(_____Nos.)
8	Uniforms	YES/NO	(_____Nos.)
9	Weighing Machine	YES/NO	(_____Nos.)
10	Stadio Meter	YES/NO	(_____Nos.)
11	First Aid Kit	YES/NO	(_____Nos.)
12	Flag Pole	YES/NO	(_____Nos.)

Form XII : Other requirement Form

FINANCE Form		
1	Source of Income (Shown by (P) marks.)	
	1.Games Fees from the students	
	2.Government Grant	
	3.Donation and contribution	
	4.From Special programme	
2	Are you satisfied with the available fund for sports and games	YES/NO

Form XIII : FINANCE Form

PROGRAMME Form		
1	1. Do you have intramural Programme?	
	a)	
	b)	
	c)	
	d)	
2	Type of Competition (Knockout or Leguage)	
3	Type of Classification	
4	If there a sports committee	YES/ NO
5	Money allotted for annual tournaments in Physical Education every Year	
	a) intramurals	
	b) Extramurals	

6	games and other activities popular in your school	
	a)	
	b)	

Form XVI : Sanitary Facilities Form

IV. Analysis Done & Data Interpretation

The Data were being collected on existing Physical Educational facilities in Srikakulam District. The method adopted was based on questionnaire. The number of institutions surveyed was twenty. For the purpose of the typical analysis and interpretation, the collected data were classified into the following heads.

Table I : Type of Management

Type of Management	No.of Institution studied	Percentage
Government	10	50%
Management	10	50%

Table II : Type of Institutions

Category	No.of Institutions	Percentage
Boys Only	2	10%
Girls only	2	10%
Co-Education	16	80%

Table III: Strength of Institutions

Strength	Number of Institution	Percentage
200-300	2	10
301-400	3	15
401-500	4	20
501-600	4	20
601-700	2	10
701-800	01	05
801-900	01	05
901-1000	00	00
1001-1100	02	10
1101-1200	01	05

Table IV : Play Ground

Particulars of Play ground	Schools having		Percentage		
	One Court	More than One court			
Basket Ball	01	-	05	00	05
Volley Ball	13	03	65	15	80
Hockey Field	03	-	15	00	15
Kabaddi Court	07	10	35	50	85
Kho-Kho Court	14	05	70	30	100
Net ball court	07	00	35	00	35
Foot Ball court	07	00	35	00	35
Tennikoit Court	05	08	25	40	64
Ball Badminton Court	09	04	45	20	65
Throw ball court	01	00	55	00	55
Shuttle Court	02	03	10	15	25
Soft Ball dimensions	07	01	35	05	40

Court with flood lights	00	02	00	10	10

Table V : Particulars of Equipment

S.No	Particulars of the equipment	School have One	More than one	Percentage		
1	Starting Blocks	7	0	35	0	35
2	Starting Gun	1	0	4	0	5
3	Fixing Point	6	2	30	10	40
4	Stop watches	6	2	80	10	90
5	Measuring tapes	15	5	75	25	100
6	Judges Stand	6	0	30	0	30
7	Hurdles	0	4	0	20	20
8	Wind Guage	0	0	0	0	0
9	Relay Batons	0	17	0	85	85
10	Flag posts	7	0	35	0	35
11	Shots 16 lbs	7	0	35	0	35
12	High Jump Pit	17	0	85	0	85
13	Cross bar	12	4	60	20	80
14	Take Off Boards	2	0	10	0	10
15	Pole vault box	0	0	0	0	0
16	Pole vault uprights	5	0	25	0	25
17	Vaulting poles	5	0	25	0	25
18	Discuss men	11	0	55	0	55
	Women	6	0	30	0	30
19	Pins for marking	0	8	0	40	40
20	Whistle	3	15	15	75	90
21	Skipping ropes	0	19	0	95	95
22	Score sheets	0	10	0	50	50
23	School Flag	3	6	15	30	45
24	Victory Stand	11	0	55	0	55
25	Referee stand	4	0	20	0	20
26	Olympic torches	12	0	60	0	60
27	Javelin	11	0	55	0	55

men					
Women	4	0	20	0	20

Table VI : Financial Aid

S.No.	Source of Income	Institution having	Percentage
1.	Games fees from the student	20	100
2.	Games fees from Government Grant	07	35
3.	From special programme	02	10
4.	Donation and contribution	01	05

Table VII : Intramural programme (games):

S.No.	Name of activity	No.of Institution conducting	Percentage
01.	Foot Ball	03	15
02.	Volley ball	13	65
03.	Ball badminton	16	80
04.	Throw Ball	04	20
05.	Tennikoit	14	70
06.	Kabaddi	19	95
07.	Basket Ball	01	05
08.	Kho-Kho	17	85
09.	Cricket	01	05
10.	Hockey	01	05
11.	Net Ball	01	05
12.	Soft Ball	02	10

V. Conclusion

The study reveals that many schools in Srikakulam District failed to provide a well balanced physical education programme. The field did not attract the students. In turn, the students seem to be indifferent and have a path. The schools failed to make provide adequate facilities towards sports and games. If they will not make any for improving the facilities, the physical programme will show in adverse effect among the students. Although the physical education is meant for and implemented on the part of general education, the programme is not well adorned in all schools. The authorities must look for to enrich the physical education. It is only being taught but not being practiced in the schools. The success lies in its workability.

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The Reinterpretation of Cézanne's the Large Bathers through James Joyce's Aesthetic Theory

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Abstract- This article assesses Paul Cézanne's modern style and technique in his The Large Bathers, but in light of James Joyce's aesthetic theory that was his early pronouncements on beauty, goodness and truth, influenced by the writings of St. Thomas Aquinas. Cézanne's impressionistic art, together with his progressive style and method are all crystallized in the Large Bathers, making it too controversial a painting to analyze. Significantly, Joyce and Cézanne's works demonstrate a mastery of design, color, composition and draftsmanship, and that has made them both to be considered as forerunners of modern art and literature.

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GJHSS-A Classification: FOR Code: 440101

THE REINTERPRETATION OF CZANNES THE LARGE BATHERS THROUGH JAMES JOYCES AESTHETIC THEORY

Strictly as per the compliance and regulations of:

The Reinterpretation of Cézanne's the Large Bathers through James Joyce's Aesthetic Theory

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Abstract- This article assesses Paul Cézanne's modern style and technique in his The Large Bathers, but in light of James Joyce's aesthetic theory that was his early pronouncements on beauty, goodness and truth, influenced by the writings of St. Thomas Aquinas. Cézanne's impressionistic art, together with his progressive style and method are all crystallized in the Large Bathers, making it too controversial a painting to analyze. Significantly, Joyce and Cézanne's works demonstrate a mastery of design, color, composition and draftsmanship, and that has made them both to be considered as forerunners of modern art and literature. Therefore, studying Cézanne's thick layers of paint and undefined forms through the aesthetic theory of the controversial Irish writer leads us to a significant sense of "aesthetic arrest" which both artists attempted to follow and epiphanize in their works.

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I. Joyce's Aesthetic Theory: Artistic Perceptions

The evolution of Joyce's aesthetic theories, rooted in Aquinas and Aristotle, can be traced from what he put in his Paris notebooks which initially formed Stephen Hero and finally formulated A Portrait. It was in November 1904, as Richard Ellmann (196) writes, that Joyce came up with some new sections to add up to his aesthetic philosophy. He dealt with the role of morality in the creation of beauty. Joyce had this sentence by Thomas Aquinas in mind, "The good is that towards the possession of which an appetite tends." Joyce believed that since the good and the true and the beautiful are desirable, then the true and the beautiful are good as well. Though art is neither immoral nor amoral, it aims to transcend the conventional morality. "[Art's] purposes so far transcend conventional morality that it is better to regard the good as by-product of the pursuit of the true and the beautiful" (Ellmann 197).

Joyce also cherishes another sentence from Aquinas saying those things "are beautiful the apprehension of which pleases" (A Portrait 207); therefore, no matter if what beauty includes is considered ugly. The apprehension of a work of beauty

consists of three parts: it has to be perceived, then recognized, and then it has to maintain satisfaction on its observer. This is an introduction to the theory which Stephen Dedalus, Joyce's agent, cultivates and develops in A Portrait. There, Joyce corresponds these three stages of apprehension to the three aspects of beauty clamed by Aquinas as integritas (wholeness), consonantia (harmony), and claritas (radiance).

Let me shed more light on this tripartite process quoting from A Portrait. The mental separation of the object from the non-object consequently leads to wholeness.

In order to see [a] basket your mind first of all separates the basket from the rest of the visible universe which is not basket. The first phase of apprehension is a bounding line drawn about the object to be apprehended. An esthetic image is presented to us either in space or in time…temporal or spatial the esthetic image is first luminously apprehended as selfbounded and selfcontained upon the immeasurable background of space or time which is not it. You apprehend it as one thing. You see it as one whole. That is integritas (A Portrait 212).

The perception of the relation of part to part is nothing but the harmony.

Then you pass from point to point, led by its formal lines; you apprehend it as balanced part against part within its limits; you feel the rhythm of the structure…Having first felt that it is one thing you feel now that it is a thing. You apprehend it as complex, multiple, divisible, separable, made of its parts, the result of its parts and their sum, harmonious. That is consonantia (A Portrait 212).

The radiance of the object can be realized finally. Stephen continues.

When you have apprehended the basket as one thing and have then analysed it according to its form and apprehended it as a thing you make the only synthesis which is logically and esthetically permissible. You see that it is that thing which is and no other thing. The radiance of which [Aquinas] speaks is the scholastic quidditas, the whatness of a thing. The supreme quality is felt by the artist when the esthetic image is first conceived in his imagination…The instant wherein that supreme quality of beauty, the clear radiance of the esthetic image, is apprehended

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luminously by the mind which has been arrested by its whole ness and fascinated by its harmony is the luminous silent stasis of esthetic pleasure…the enchantment of the heart. (A Portrait 213)

In A Portrait, Stephen also talks about two types of arts: proper and improper. Improper art is kinetic exciting only feelings of desire and loathing. Proper art is static inviting contemplation. "The esthetic emotion is therefore static. The mind is arrested and raised above desire and loathing." (A Portrait 205) The desire and loathing that are kindled by improper art are unaesthetic mainly because they are basically physical. Beauty cannot awaken such purely physical sensations; on the contrary, it includes "an [aesthetic] stasis." What is art then? Stephen believes that "Art is the human disposition of sensible or intelligible matter for an esthetic end" (A Portrait 207). That is the truth that all people cannot admire the same object as beautiful, but if they all tend to be attracted to a beautiful object, each and every one of them has his own aesthetic apprehension in doing so. "The relations of the sensible, visible to you through one form and to me through another, must be therefore necessary qualities of beauty," continues Stephen (A Portrait 209).

There are also three modes of or forms of arts according to Joyce's theory: the lyrical, in which the artist presents his image in immediate relation to himself; the epical, in which he presents his image in immediate relation to himself and others; the dramatic wherein he presents his image in immediate relation to others.

The lyrical form is in fact the simplest verbal vesture of an instant of emotion, a rhythmical cry such as ages ago cheered on the man who pulled at the oar or dragged stones up a slope. He who utters it is more conscious of the instant of emotion than of himself as feeling emotion. The simplest epical form is seen emerging out of lyrical literature when the artist prolongs and broods upon himself as the centre of an epical event and this form progresses till the centre of emotional gravity is equidistant from the artist himself and from others. The narrative is no longer purely personal. The personality of the artist passes into the narration itself…The dramatic form is reached when the vitality which has flowed and eddied round each person fills every person with such vital force that he or she assumes a proper and intangible esthetic life. The personality of the artist, at first a cry or a cadence or a mood and then a fluid and lambent narrative, finally refines itself out of existence, impersonalizes itself, so to speak…The artist, like the God of the creation, remains within or behind or beyond or above his handiwork, invisible, refined out of existence, indifferent, paring his fingernails [Italics mine] (A Portrait 214-15).

Well, as Ryf (108) believes, "To Joyce lyric, epic, and dramatic seem to be less genres and more states of mind." Such states of mind are subject to fluctuations.

As a matter of fact, the "interrupted pulsations" of lyric, epic, and dramatic run through all Joyce's major works.

II. Paul Cézanne: the Ambiguity of Perceptions

Paul Cézanne's work laid the foundations of the transition from the 19th century conception of artistic endeavor to a new and radically different world of art in the 20th century. Cézanne is believed to form the bridge between late 19th century Impressionism and the early 20th century's new lines of artistic enquiry, namely Post-Impressionism and Cubism. Both Picasso and Matisse claimed that Cézanne "is the father of us all"; one should not take the statement easy.

Cézanne's work demonstrates a mastery of design, color, composition and draftsmanship. His often repetitive, sensitive and exploratory brushstrokes are highly characteristic and clearly recognizable. He used planes of color and small brushstrokes that build up to form complex fields, at once both a direct expression of the sensations of the observing eye and an abstraction from observed nature. The paintings convey Cézanne's intense study of his subjects, a searching gaze and a resolute struggle to deal with the complexity of human visual perception. Paul Cézanne set out to restore a sense of order and structure to painting, to make of Impressionism something solid and durable, like the art of the museums. He achieved this by reducing objects to their basic shapes while retaining the bright fresh colors of Impressionism. Like most Post-Impressionists, Cézanne extended Impressionism while rejecting its limitations: he continued using vivid colors, thick application of paint, distinctive brush strokes, and real-life subject matter, but they were more inclined to emphasize geometric forms, to distort form for expressive effect, and to use unnatural or arbitrary color. That is why Cézanne's work tends to add ambiguity to the observers' perceptions.

Merleau-Ponty, in the "Eye and Mind", says, "Painting awakens and carries to its highest pitch a delirium which is vision itself, for to see is to have at a distance." He continues.

The enigma is that my body simultaneously sees and is seen. That which looks at all things can also look at itself and recognizes in what it sees, the "other" side of its power of looking. It sees itself seeing…it is visible and sensitive for itself. (qtd Brodsky 129)

Marjorie Grene also argues that

What the painter gives us is not just things-there but things-to-be-seen, and after seer-seeing, engaged in the effort to see, to evoke on canvas a kind of quintessence, for the viewer, of visibility. (qtd Brodsky 129)

Merleau-Ponty's phenomenological ambiguity of perceptions rests at the heart of Cézanne's task being its essence. Such a dilemma of perception can be a

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metaphor for modern man's way of being in the world; Cézanne's paintings record artistically that tension. We should not call this alienation or despair; it is a description of the ways one may confront nature, or things, or human beings.

Cézanne's art, as said before, is basically different from the work of the Impressionists. His art was rooted in his personal response to nature. He once said, "I paint as I see, as I feel – and I have very strong sensations" (Bomford, et al 196). Cézanne could not be satisfied by mere imitation of nature; on the contrary, he was seeking a kind of balance between perceptual experience and individual temperament, between seeing and feeling. By using subtle nuances and combinations of color to suggest form and atmosphere, Cézanne realized that he could 'represent' rather than 'imitate', for example, the effects of sunlight, creating a harmony parallel to nature. Cézanne agreed that nature could only be expressed not imitated, that the multitude of unfolding impressions before nature called for a form of painting that is somehow responsive to these qualities.

Impressionists esteemed the static center of Renaissance scientific perspective, and the exclusive methods of optical color sensation; Cézanne denied it all. He was concerned with developing those frames and genres formulated by the Greeks and Romans reborn and amplified from then on. These conventions are rooted in the tensions between perception and conception and "they have been expressed in the western tradition namely by tonal color to suggest sculptural solidity, by rendering observed objects by means of the contour lines, and by constructing spatial complexities" (Brodsky 132). All this results in an order forming a system before the eyes of the observer so that he can believe he perceives the real.

III.   Cézanne's Nude Paintings: the Bathers

Nude painting was a genre mostly favored by Cézanne. He transformed the mythological gods and goddesses into numerous drawings, watercolors, lithographs, and oils of nude male and female bathers in the landscape. These gods of the classical mythology represent forces of nature in human guise. Cézanne's bathers are both part of and separate from nature. He structures the landscape in a way that it can respond to human order and the dialogue can continue. Cézanne controls the carnality of his figures to emphasize order, and order is established repeatedly in tradition through geometrical construction. Above all, in the large late bathers, Cézanne controls the whole composition, figures as well as trees, by forming them into a 'triangle' or 'pyramid' placed directly in the center of the panel. Other forms of geometric stability can also be found in all different media he used for his bathers in landscape. Erle Loran (qtd Brodsky 133) has discovered that linear geometry is at the heart of much of Cézanne's construction.

Cézanne's late nude, including the bathers, can be seen as a project of synthesis – of hues and colors. Contrary to existing views, Cézanne believed that form becomes strong where the color is strongest, so he tried to reduce as far as possible the role line played in conveying the structure of his paintings. In fact, Cézanne sought the reconciliation of Impressionism with the tradition of the nude. John Kear believes that "the elliptical features, the schematic, mask-like faces, ill-proportioned bodies, and ungainly poses of Cézanne's nudes, and the cursory delineation of the signs of gender which often result in an equivocation about their sex, point to how far removed these works are from the sensual feminine nudes of his contemporaries" (351).

Well, it has often been mentioned that Cézanne's bathers are not erotic, unlike most of his contemporaries'. Cézanne was primarily interested in the structural relationship between the many figures and the landscape. He was fully aware of the three-dimensional world. Cézanne's bathers represent the full plasticity of the three-dimensional world of bodies in nature, both in addressing the single figure and in collecting the many poses. Although Cézanne learned to use the warm/bright and cool/gray properties of color to vivify the experience of nature, he was a modeler and used dark and light properties of color to make things round and solid. Brodsky (141) says that Cézanne's "bathers are paradigmatic of the genre of the nude in the landscape because the intrinsic meaning of that genre is in imagining abundance and plentitude."

The Large Bathers
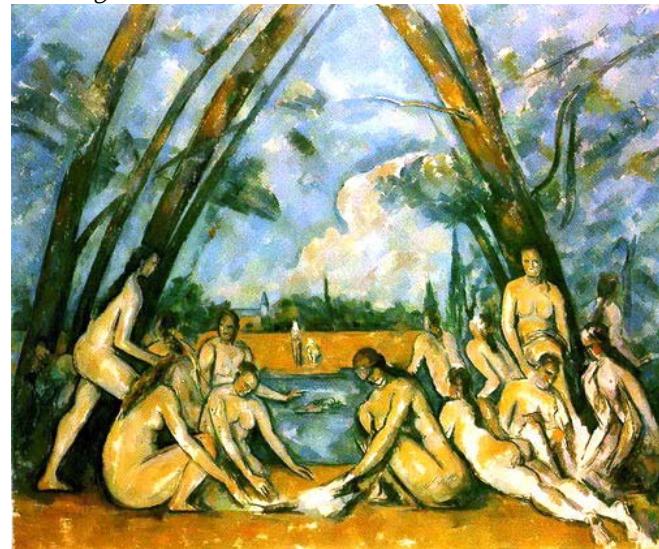
The Large Bathers (1899-1906)

At first glance, Paul Cézanne's depiction of a gathering of female bathers may appear to be little more than an illustration of his adroit use of pose to portray an idyllic and beautiful scene. Painted towards the end of his life between 1899 and 1906, Cézanne's The Large

Bathers may seem designed to carefully integrate the poses of nude female figures within a natural setting to impart a pleasant and serene aura. Unlike Cézanne's earlier works that incorporate a blatantly brutal eroticism, this painting shows delightful women playing on the riverbank who have nothing erotic about them. This idea about Cézanne's The Large Bathers is in agreement with the comments of most critics, who not only see Cézanne's female bathers as displaying "happiness and harmony" but also allude to a transformation in Cézanne's female nudes after about 1880. Moreover, Cézanne, himself, in a letter written about the same time he painted the bathers, insisted that his major goal during this time was to "create as rich a harmony as possible." For Cézanne, the bather paintings were his way of presenting an enthralling fusion of nature and women that would captivate the eye and please the viewer.

Cézanne had a great respect, as mentioned before, for the Classical painters of the Arcadian Idylls who sought to unite man and nature in perfect harmony. Such unity and harmony reach their zenith in The Large Bathers. The complicated color combination and the pale background of the paper create a very subtle composition. The two groups of bathers on either side of the picture are not isolated from each other; they are enclosed by a natural stage, and linked together by spots of sunlight filtering through the leaves on the trees. Ulrike Becks-Malorney (87) believes that "the isolated figure in the bottom center of the picture is reminiscent (but a mirror image) of the prostitute in Cézanne's The Eternal Feminine (1875-1877), so could it be a memory of the confused sensuality of his early nudes?
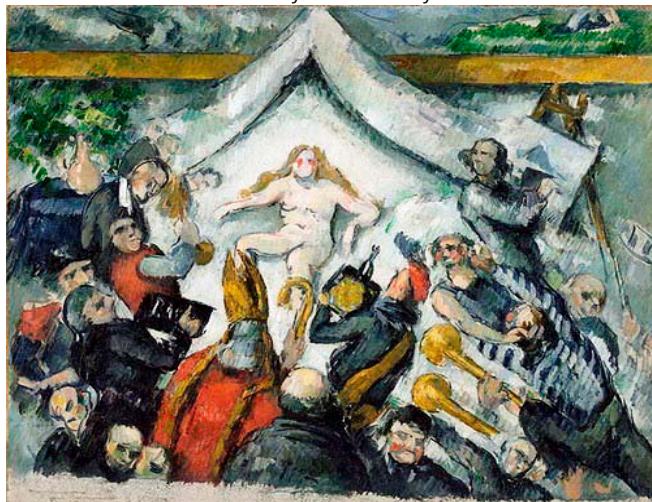
The Eternal Feminine (1875-1877)

The women in The Large Bathers are anonymous creatures, with no personality or expression. They are archetypes: to the artist, their form is more important than their individuality. Cézanne was primarily interested in the composition as a whole, the harmony between the figures and the nature, and between form and color. It can be noticed that Cézanne has focused on the shimmering leaves, but on the trunks which bear the weight of the trees forming a triangle. These create a framework which is both static and dynamic. The figures are also aligned in the same way as the trees. This is most apparent in the female figure on the far left whose upper body and left leg are inclined at exactly the same angle as the tree trunk. However, the contours and arms of other figures also echo the geometry of the framework.

The women also seem to be self-absorbed: they exist only for themselves. In the background, one can see a line of trees and two brightly lit figures on the other side of the river bank. Only the left-hand of the two figures at the center of the composition is apparent. It is man standing with his arms folded looking across the river at the women. Some critics believe that this faceless figure is the painter himself: Cézanne, standing beneath the protecting church tower, keeps looking at the scene of happiness and harmony from an unbridgeable distance, denying himself any place in this harmony.

It was said that women in this painting are anonymous creatures. By depicting them so crudely, and not making clear what they are doing, Cézanne has stripped them of their individuality and rendered them timeless. They are abstract beings that are re-created for artistic ends. Their incompleteness and lack of clear purpose challenge the established myths of the nineteenth century art. They paved the way for a new form of art in which composition, color, and form predominate. Cézanne's art follow only its only inherent rules.

IV. James Joyce and Paul Cézanne: from Aesthetics to Perceptions

After weighing the pros and cons of Joyce's and Cézanne's artistic concerns and aesthetics, what I will try to convey in this section is to show that a thorough examination of Cézanne's The Large Bathers appears to correlate remarkably with the aesthetic ideas of James Joyce. Both Joyce and Cézanne are considered the forerunners of Modernism in art and literature; it seems highly appropriate that James Joyce lived in Europe during the time of Cézanne, Gauguin, and Matisse, and knew Cézanne or saw his work. Throughout Dubliners, he sketches his characters in a style that could be characterized as Post-Impressionist. Joyce does not outline smoothly or delineate clearly every feature of his characters; instead, he concentrates on hinting at the emotional meanings of his depictions with a rich thick touch of paint here and there. Although Joyce warms up his descriptive muscles in the short story "Eveline", he leaves much to the imagination of the reader through calculated omissions and suggestive phrases.

Back to Joyce's idea concerning 'beauty', we have to bear in mind again the three concepts of 'wholeness', 'harmony', and 'radiance'. Examining Cézanne's The Large Bathers carefully, we can find these qualities radiantly applied. The composition of the painting yields beautifully to harmony – part to part as well as part to whole. There are fourteen bathing figures that form two groups in various positions busy with different types of activity. One can observe that a great triangle, formed by tree trunks and bathers, arch over them while the pyramid-like trees seem to protect such monumental non-human figures. The combination and composition of the colors convey harmony as well: there are rhyming strokes of yellowish-browns, greens, and blues emphasized by the shining whiteness of the unfinished canvas. The harmony perceived by the eye is a symbolic harmony between man and nature, and the real versus the imaginary.

Where does such a harmony lead to? When the observer's mind is captured by such integrated patterns of harmony, a sense of wholeness is appreciated. The painting can be seen as autonomous. Taken out of time and space, art seems self-sufficient now. Nobody seemingly has an idea who these anonymous and androgynous bathers are and what they are doing, neither does anyone know what time of the day it is for sure. With regard to Joyce's aesthetics, all that is significant about this painting is that it stands as autonomous and self-sufficient far from what its color may represent. The same applies to Finnegans Wake (or even Ulysses) where an ocean of words and puns and neologisms refers to something while as a whole the book itself, viewed as a work of art, stays away from all that suggesting a harmonic whole. As Ryf (111) believes, while reading A Portrait, wholeness or unity is achieved by the reader when his mind "draws a line or boundary" around the book and separates it from its background of time and space. To put it in other words, wholeness is achieved when the mind takes the book out of time and space and perceives it as an aesthetic object: as art, not life.

Wholeness and harmony contribute naturally to the third quality: radiance. Radiance pervades Joyce's works and it can be also felt in Cézanne's painting. Joyce's works are essentially circular, rhythmic, and harmonious all radiating the 'whatness' that refers back to itself and also to something mysterious beyond our understanding. Cézanne's idea that the artist creates "a harmony parallel with nature" indicates his conviction that this harmony must be formed from the elements entering into his work. His primary concern is to achieve color harmonies, although his interest in color relationships differs from the autonomy of color later championed by formalist critics. Instead, his color harmonies express a self-conscious interpretation of nature, which he learns to read in code. Gilmour (194) refers to a sentence by Cézanne, "to read nature is to

see it, as if through a veil, in terms of an interpretation in patches of color following one another according to a law of harmony. These major hues are thus analyzed through modulations. Painting is classifying one's sensations of color." Cézanne interprets reality through "patches of color," but also through "the cylinder, the sphere, and the cone." And it is no different from Joyce's canon that are circular, rhythmic, and harmonious signifying with radiance.

Such a progression to a transpersonal consciousness in art makes us consider another preoccupation of Joyce discussed in the first part of this paper – three modes of artistic expression defined as the lyric, the epic, and the dramatic. Apparently, the lyric mode of expression dominates the early works of most of the great artists and writers; then through time and experience they gain maturity and progress towards more universal and dramatic form. Both Joyce and Cézanne have gone through this process.

The lyrical mode, in which the artist presents his image in immediate relation to himself, is obvious in A Portrait (even in Dubliners). The Byron-worshipper and father-denier Joyce/Stephen's arrogance and egocentricity are obviously reflected in the novel. We reach the epical mode in Ulysses, in which the artist presents his image in immediate relation to himself and others; Stephen is now disillusioned, fallen after his first attempt to rise and fly from the three nets of religion, language, and country. Now his identity and concerns are inevitably touched by encountering the father-figure Leopold Bloom and the arch-enemy Buck Mulligan. Eventually, the dramatic form of art in Joyce's career is believed to be occupied by Finnegans Wake: The dramatic mode wherein Joyce presents his (protagonist) image in immediate relation to others. At one end stand Earwicker and his family, and at the other end stand the whole universe. Here is where Joyce/artist "like the God of the creation, remains within or behind or beyond or above his handiwork, invisible, refined out of existence, indifferent, paring his fingernails." (A Portrait 214-15)

We can study such a progression of style in Cézanne too. His early paintings are occupied with a predilection for violent and erotic subject matters which he rendered in forceful agitated manner with strong contrasts of light and dark. The second phase of his career began in mid-1860s when he became more interested in outdoor paintings. His themes became less personal often depicting still lifes or human subjects stripped of their personal attributes. It was in late 1870s and early 1880s that he started to impose more control on the spontaneity of his paintings. His art became a wholly pictorial one as he attempted to create an art that was a harmony parallel to nature, and which applies best to Finnegans Wake that encompasses all the universe contains, yet seems to return to itself repeatedly. He has endeavored to represent the harmonic complexities he observed in nature as color

relationships in his works; that was his lifelong obsession. His continuing interest in imaginary figure scenes found an outlet in large bathing compositions finally.

When reaching the end of Cézanne's artistic career which is concluded with the "Large Bathers", figures become less realistic as their androgynous bodies merge and blend into each other and all conventional modes of perspective and modeling are abandoned; just as the characters and the language get metamorphosed in Finnegans Wake and the conventional mode of the narrative seems disabled. But what brings Cézanne closer to Joyce is the fact that his works are tied to his native Province, just as Joyce's works remain significantly tied to Dublin. The man standing with his arms folded looking across the river at the women, who was said to be the painter himself, once again reminds us of Joyce/artist who stands far beyond his work "paring his fingernails".

In conclusion, we can say that both artists' gradually-achieved maturity led to the creation of remarkable works that powerfully evoke the phenomenon of aesthetic arrest and radiance. The personalities of the artists vanish through the highly dramatic modes of expression leaving the gift of their work behind. The art of both Joyce and Cézanne proves that a major work of art is as much about the viewer and the reader as it is of the creator. That is called the universality of art; everyone can be involved in the appreciation of the work of art according to his own way of perception. So, as the work of art unfolds to everyone a different kind of meaning, they can be the re-creator or re-producer of the artistic work. But as Ryf believes, levels of meaning are not as important as the levels of perception (on the part of the observers of course). "The work of literature is all there, all the time. There are no

levels of meaning as such. There are rather, levels of awareness on the part of the reader" (Ryf 13).

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Designing and Codification of Public Sport Strategies (Case Study: Khuzestan Province)

By Saeed Savari, Ali Sari, Abdolrahman Mahdi Pour & Maryam Alishahi

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Abstract- The purpose of this study is to design and develop a strategy for the development of sport in Khuzestan province. The population of this study, 104 individuals professor of sport management, sport administrators, heads of delegations, sport and fitness experts will form and due to the limited number of members, all members of the population were considered as samples.

A researcher-made questionnaire was used to collect the data (the validity was approved by experienced professors and its reliability was verified by Cronbach's alpha method which it is equal to 0.86.

Keywords: public sport, strategy, sport development.

GJHSS-A Classification: FOR Code: 321499

DESIGNING AND CODIFICATION OF PUBLIC SPORT STRATEGIES CASE STUDY KHUZESTAN PROVINCE

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Abstract- The purpose of this study is to design and develop a strategy for the development of sport in Khuzestan province. The population of this study, 104 individuals professor of sport management, sport administrators, heads of delegations, sport and fitness experts will form and due to the limited number of members, all members of the population were considered as samples.

A researcher-made questionnaire was used to collect the data (the validity was approved by experienced professors and its reliability was verified by Cronbach's alpha method which it is equal to 0.86. The questionnaire is included 42 questions about strengths, weakness, opportunities and threats of Khuzestan public sport. The data were analyzed by descriptive statistics and Friedman test. Result of research showed that the public sport in Khuzestan province has 10 strength points, 14 weaknesses points, 10 opportunity points and 8 threat points which after analysis of all point and formation of rating matrix for every internal and external factors of public sport in Khuzestan province. It was confirmed that major physical education office of Khuzestan province stands in WT position in public sport domain and it must use defensive (change) strategy to improve its position. Finally, after discussion of the research findings with experts, necessary strategies were codified to develop the public sport in Khuzestan province.

Keywords: public sport, strategy, sport development.

I. Introduction

Decreasing of activity and bodily function in daily life which result from development of welfare facilities and new life methods, necessitate sporting more than ever. So instant and regular body activity seems to be a crucial and vital fact [1]. "General sports" which is equivalent to the English terms (sport for all) and (public sport) usually refers to sport activities that are not about winning or losing and just have recreational aspect. In some resources the term (massive participation) is equivalent to public sport [2]. Public sport which unifies both recreate and popular sports, is referred to life quality and reflection of values, creates patterns for people's free time and makes them fulfill their own wishes and enjoy their life, regardless of their age and ability[3]. According to British public sport council, in recent 25 years, the process of participation in specific and champion sports has been changed and as a result, tendency toward participating in non competitive and recreational sports has been increased. The aim of participation in such kinds of sports is physical wellbeing and fitness [2]. There are lots of reasons that necessitate planning and investment in sports and healthy recreations. The first reason is that sport is a main part of social life which develops leading skills and prepares the bases for society to reflect its creativity and adjacency. The second reason is that participation in sport activities increases public wellness and people's engagement in an active life and restrains spread of maladies [4].

Because the main factors of public sport development are improvement of economic status of society, using social media, regarding families domestic condition (number of children, parents marital status), holding sports competitions and presenting gifts, improving public transportation system, prioritization of sporting during free time rather than other activities, and investment of private sector, so these factors must be carefully regarded in planning for sport development [5]. Hereupon the Scotland government has made a special effort in building and utilizing sport areas aiming that people would be able to pass their free time healthfully [6]. The Canadian government considered some fiscal guidelines to expand public sport and people's participation in sport activities. Also organizations that support sport activities financially are included in this plan. These privileges are in both champion and public sports but they are more effective in public sport [7]. Transportation is a key factor in public sport development. After researching about villager's participation in public sport in US, Frankish recognized that one of the main problems is transportation. So it was recommended that:

1. Free buses must transport villagers to sport areas.
2. Free buses must be provided to transport children to sport areas [8].

One of the governmental tools to interfere in sport sector is the budget. The Canadian central government has allocated about 40 to 50 million dollars to public sport development, while for champion sports and sport organizations this amount is about 10 to 25 million dollars [9].

Numrato (2009) has studied regional stracturalization policies, processes of creating regional public sports and the role of department of supporting

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public sport strategies in sport committees and clubs in Czech Republic. Finally, five methods were chosen in order to develop sport by participation in public sport which is: aggressive, bureaucratic, political, vicarious and adjoined. Four strategies can be derived from these methods: pragmatic strategy, associative strategy, adjoined strategy and abdicative strategy [10]. Ghofrani (2009) concludes that about 0.007% of Sistan and Baluchestan population(one of the Iranian province) participate in public sports and he shows that this fact is a result of absence of leading plan for public sports[11].

II. Strategically Planning

Strategically planning is an instant and complex organizational change process which regards and focuses on predicating future [12]. Also strategic management can be defined as: the technique of codifying, performing and evaluating decisions that able the organizations to reach their long-term goals. So there are three levels in strategic management [13]:

1. codifying
2. performing
3. guidelines evaluation

By codifying guideline we mean that the mission of organization must be specified, the external environmental factors which threaten it must be recognized and the internal strength and weaknesses, long-term goals and special guidelines also must be determined in order to maintain its performance [14-15]. There are lots of models to make a strategic planning. One of the most applicable methods is the SWOT [1]matrix. This matrix demonstrates strengths, weaknesses, opportunities and threats. It is an important tool by which the managers contrast information and can present four kinds of guidelines: SO guideline, WO guideline, ST guideline and WT guideline. By performing SO guideline, an organization tries to use its internal strengths in order to apply external opportunities. WO guideline is used by organization to exploit present opportunities in order to improve effects of internal impotence. Also organization applies ST guideline to eradicate external threats by using their strength. An organization that applies WT guideline poses a defensive form and its goal is decreasing internal weakness and avoiding external threats. An organization that has internal weaknesses and faces external threats is in an infirm position. In fact the aim of such organization is decreasing internal impotence and external threats to gradually achieve better position, a position by which the organization is able to apply ST, WO and even SO guidelines [16]. One of important facts regarded in most strategic planning models, is clarifying perspective and mission. Perspective is a goal an organization thrives to fulfill in future. Peter darker states

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[1] - SWOT: strengths, weakness, opportunities, threats

that, the question (what do we want to accomplish) is equivalent to the question (what is our prospect). The mission of an organization is a sentence or a term by which the aim of an organization gets differentiated from other similar organizations. Also peter darker says that the question (what do we do) is equivalent to the question (what is our mission) [17].

In the Australian strategically sport guideline it was mentioned:

Prospect of public sport:
- Still being a leading figure in the world in promoting high performance and social sports.
Mission:
- Enriching Australians life by sport.
Goals:
- Preserving national sport system which guarantees participation of most citizens in quality sport activities.
- Preserving the excellent athletic performance of Australians [18].

In the strategic plan of developing public sport in Sistan and Baluchestan province, it was brought to the attention that:
Prospect of public sport:
- All Sistan and Baluchestan people train properly
Mission:
- Providing public physical and mental health, enriching people's free time, extending people's social bonds, avoiding machinery life style, rejoining nature, increasing public efficiency and providing basis for champion sports.

Necessary guidelines for public sport development:
- Providing proper basis to reinforce public and recreational sport culture in the province.
- Enhancing cooperation of related organizations to fulfill sportive goals of the province.
- Applying all the local and national capacities to develop public and indigenous sports of the province.
- Developing the participation of organizations in public sport [11].

Studies show that the governments must consider public sport in their long-term plans; otherwise, horrible problems like diseases, death toll increasing and public sanitary level waning would spread among the society [11.19].

Unfortunately there is no organized consideration toward public sport in Iran. Inconspicuous engagement of the society and lack of congruent and administrative system for exploring talents have led to champion sport weak position in the country. This fact reveals the urgent need to establish policy and planning centers for public and champion sports [20]. related agents must focus on this matter because one of the main reasons of sport backward flow in Iran is their inadvertence toward this important fact. In recent years there have been some movements but still they have not been enough. Perhaps one proper solution is designing

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a basic plan for all provinces. This would lead to improved sport condition inside the country [21].

The Khuzestan province with a population of 4531720, specific weather condition, cultural and racial diversity, high unemployment and illiteracy rate, drug and means smuggling problems, immigrant hosting, spread of various cardiovascular and obesity diseases , needs a special attention toward public sport to avoid most of these Problems[22]. So expanding public sport must be the main consideration of the sport officials of Khuzestan province. Evaluating and identifying the current situation , strengths, weaknesses, opportunities and threats and analyzing can lead to public sport expanding in the province and enables the planners to make proper plans and eradicate obstacles. The result of this research can be a suitable guideline for public sport policy makers in order to extend the scope of public sport in Khuzestan province.

III.   Research Methodology

The methodology of current research, considering its applicable goal and descriptive information collecting method is a case study. So this study stands in the scope of strategic studies. By this research, the following steps in order to develop public sport in the Khuzestan province have been accomplished:

1. Studying current condition of public sport in Khuzestan.
2. Codification of prospect, mission, goals and defining of strength points, weakness points, opportunities and threats related to public sport, by applying library research, reviewing records and interviewing with experts.

3. Notifying the final list of strengths, weaknesses, opportunities and threats by using a close questionnaire
4. Analyzing and using (SWOT) scores applying Freedman ranking test
5. Codifying Khuzestan public sport strategies according to SWOT strategy codification matrix.

The community of this research includes all the faculty professors of Khuzestan universities (with sport management orientation), managers and experts of Khuzestan sport and youth top bureau and also the presidents of public sport boards who are working in sport bureau of the province and their population is 104, it must be said that due to low rate of related people, the statistic community was chosen by census model. The measuring tools are interview and questionnaire test which the questionnaire test include 42 questions about strength points, weakness points, opportunities and threats related to public sport in Khuzestan province.

Factious validity of this research was approved by some experts and the calculated structure validity in this research is equivalent to (KMO= 0.89). Also its stability was calculated according to Kronbach's alpha model that it is equivalent to (0.86). This reveals the reliance of this research measuring tools. Finally, to analyze the results, descriptive and inferential statistics were applied which in inferential statistic sector, to rank strength points, weakness, opportunities and threats, Freedman test was applied and to determine neutrality of data distribution, Kolmograf-smirof test was applied. Finally all the processes of data analysis were performed by SPSS software.

IV.   Research Results

Totally the participation percentages of the research community were as follow:
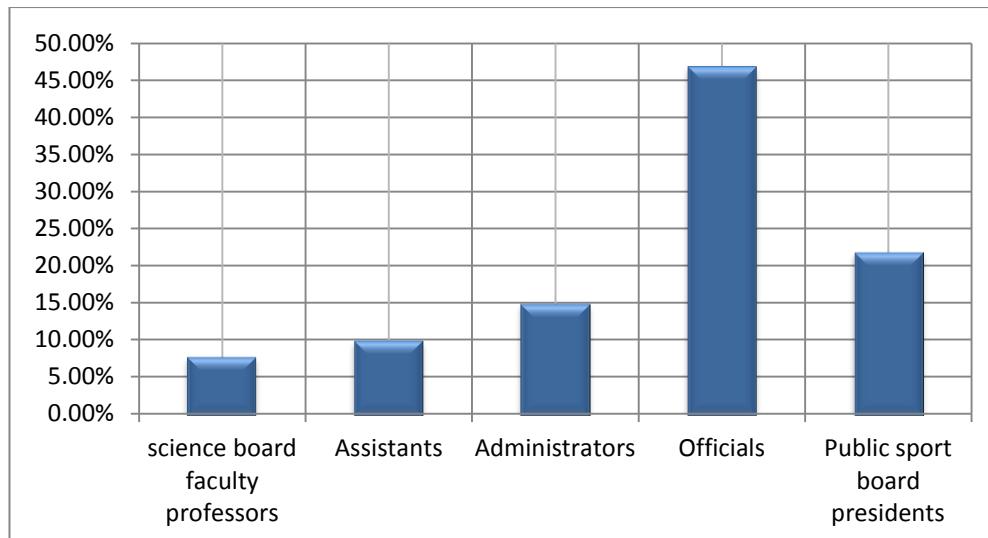
Figure 1 : Occupation
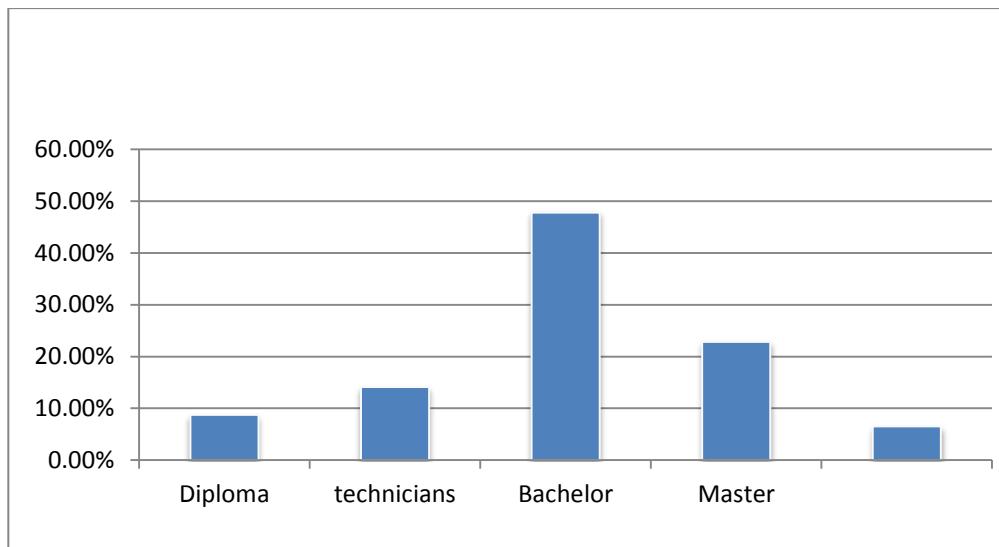
Figure 2 : Education
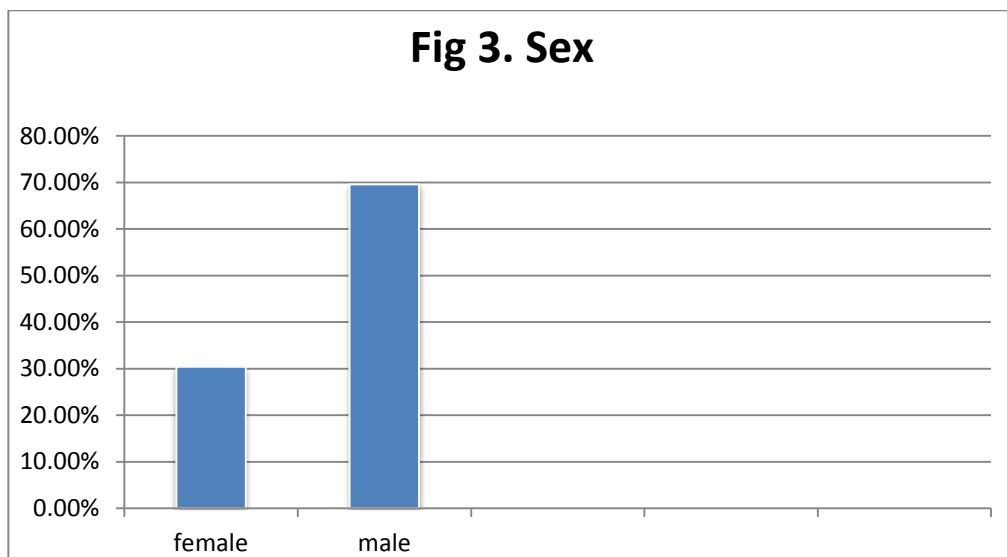
Figure 3 : Sex

The results showed 10 strength points, 14 weakness points, 8 opportunities and 10 threats in Khuzestan public sport domain, which all are presented in the following 1st and 2nd tables.

Table 1 : The average of ranks in Freedman test to evaluate strength points and weakness points of Khuzestan province public sport

Strength points	Rank aver	**Weakness points**	Rank aver
1-Public sport costs lower than champion sport	6.91	1-lack of codified planning for public sport	9.52
2-mass participation of youth and teens in province public sport	6.47	2- public sport infrastructures and facilities out of date condition	9.49

3-the presence of various indigenous sport models in all over of the province.	6.19	3-inadequate information and people knowledge about public sport.	9.32
4-public sport role in preventing the spread of diseases and unpleasantness	5.04	4-lack of attention about using experts knowledge in public sport domain	9.30
5-presence of public sport boards in all over of the province	5.28	5-inadvertency about women public sports	9.10
6- public sport key role in assuring society's health and thus treatment costs reduction	5.22	6-inappropriate propaganda about public sport	8.75
7- Public sport role in creating public well-being and happiness.	5.05	7-low participation rate in public sport	7.08
8-presence of morning exercise stations in parks, gardens, and public places.	4.89	8-inadvertence of old and retired classes about public sport	6.85
9-holding public sport competitions in different occasions.	4.77	9-inadvertence about villagers public sport	6.49
10-easy access to public sport places for all.	4.48	10-absence of private section investment in public sport domain	6.46
		11-inattention about handicapped public sport	6.20
		12- public sport inappropriate administrative structure in bureaus	5.82
		13- government dominating role public sport	5.81
		14- facilities and equipment insufficiency public sport	4.49

As shown on the table.1, (the low prices of public sport in comparison with champion sport) factor with 6.91 is the most important advantage and (easy access to public sport places for all) factor, is the least important advantage with 4.48 in Khuzestan public sport. Also the (lack of codified planning for public sports) factor, with 9.82 is the most important disadvantage and (facilities and equipment insufficiency public sport) factor with 4.49 is the least important disadvantage in Khuzestan public sport.

Table 2 : Average ranks in Freedman test for evaluating opportunities and threats in Khuzestan province public sport

Opportunities	Average rank	Threats	Average rank
1-presence of special natural areas for public sports in all over Khuzestan province	5.42	1-the economic problems of Khuzestan province people	6.98
2-presence of various media to inform and advertise about public sport	4.89	2-shifts in people's lifestyle and their tendency toward inactive life	6.72

3-emphasis of doctors and psychologists about the role of sport in physical and mental health	4.60	3-cultural and social obstacles preventing people from participating in public sport specially women	6.35
4-easy access to public sport rather than other kinds of sports.	4.55	4-poor attention of social media toward public sport	5.89
5-emphasis of religious teachings on sporting and dynamic activities	4.18	5-the need of covered sport places due to specific environmental condition of Khuzestan	5.36
6-public motivation to voluntarily present sport services	3.98	6-high addiction rate in Khuzestan	5.48
7-the emphasis of constitution on free sport service for all	3.98	7-increasing of sport equipment prices	4.92
8- emphasis and supervision of high officials of province on sport development	3.95	8-cities structure shift and destruction of covered sport places	4.85
		9- Politicization of sport	4.55
		10-high unemployment rate in Khuzestan	3.63

As it was presented in table.2 the (presence of special natural areas for public sports in all over Khuzestan province) factor with 5.42 is most distinctive opportunity and (the emphasis and supervision of high officials of province on sport development) with 3.95 factors is the least distinctive opportunity in Khuzestan public sport domain. Also (the economic problems of Khuzestan province people) factor with 6.98 is the most important threat and the (high unemployment rate in Khuzestan) factor with 3.63 is the least important threat in Khuzestan public sport domain.

After determining and ranking strength points, weakness points, opportunities and threats, in order to specify strategic stand of public sport in the province, the internal factors evaluating(table 3) matrix and the external factors evaluating matrix(table 4) were formed.to form an internal factors evaluating matrix, a list of internal factors was placed in the matrix .later on, after explaining about scale and rank and evaluating matrix to some experts, they were asked to give scale and rank to these factors . All these processes were performed to determine the strengths and weaknesses of public sport internal factors. In internal factors matrix and external factors matrix, the scale (ratio) indicates the importance of any factor considering its effects.by comparing these factors with each other, an importance ratio beginning from zero to one would accrue to them. The sum of ratios should not be more than one. Also the rank indicates the effectiveness level of current guidelines of organization in reacting to a fore

mentioned factor. Each one of the digits 1 to 4 in this base has following content:
1. Weak reaction
2. Less than average reaction
3. More than average reaction
4. Extreme reaction

At last the scales would be multiplied by ranks to indicate the score of this fact, or if the total sum of final scores is more than 2.5, in internal factors matrix, advantages succeed disadvantages and in external factors opportunities succeed threats [23]. Finally in evaluating internal factors matrix, 2.14 was gained out of 2.5 and that shows that weakness points in public sport in Khuzestan province are more effective than the strength points .for external factors evaluating matrix the same process was performed and 2.08 was gained. It also shows that public sport challenges are heavier than the opportunities. After putting final scores of internal factors evaluating matrix and external factors evaluating matrix in SWOT, it was indicated that the strategic position of public sport in Khuzestan province is in WT area (fig. 4).

After obtaining the position of public sport strategic stand in SWOT matrix and forming strength points, weakness points, opportunities and threats matrix(table 5) the guidelines were proceeded.

Table 3 : Internal factors evaluating matrix

Public sport strength points	scale	Rank	Scale*rank
1-Public sport costs lower than champion sport	0.03	3	0.09
2-the presence of various indigenous sport models in all over of the province.	0.04	3	0.12
3-mass participation of youth and teens in province public sport	0.05	4	0.20
4- Holding public sport competitions in different occasions.	0.06	4	0.24
5- Presence of morning exercise stations in parks, gardens, and public places.	0.06	3	0.18
6- presence of public sport boards in all over of the province	0.02	4	0.08
7- Easy access to public sport places for all.	0.03	3	0.09
8- Public sport role in creating public well-being and happiness.	0.03	3	0.09
9- public sport role in preventing the spread of diseases and unpleasantness	0.03	3	0.09
10- public sport key role in assuring society's health and thus treatment costs reduction	0.02	3	0.06
Public sport weakness points	……	……	…………..
1- facilities and equipment insufficiency public sport	0.03	2	0.06
2- inadvertence about villagers public sport	0.05	1	0.05
3- inattention about handicapped public sport	0.04	2	0.08
4- inadvertency about women public sports	0.06	2	0.12
5- low participation rate in public sport	0.04	2	0.08
6- inadvertence of old and retired classes about public sport	0.03	1	0.03
7- inadequate information and people knowledge about public sport	0.04	1	0.04
8- inappropriate propaganda about public sport	0.05	1	0.05
9- lack of codified planning for public sport	0.06	1	0.06
10- public sport inappropriate administrative structure in bureaus	0.02	2	0.06
11- lack of attention about using experts knowledge in public sport domain	0.06	1	0.06
12- government dominating role public sport	0.06	2	0.12
13- absence of private section investment in public sport domain	0.06	1	0.06
14- public sport infrastructures and facilities out of date condition	0.03	1	0.03
	Total:1		Total : 2.14

Table 4 : external factors evaluating matrix

Public sport opportunities	Scale	Rank	Scale*rank
1- emphasis of religious teachings on sporting and dynamic activities	0.07	4	0.28
2-emphasis of constitution on free and public sport for all	0.04	3	0.12
3- easy access to public sport rather than other kinds of sports	0.05	3	0.15
4- presence of various media to inform and advertise about public sport	0.08	3	0.24
5- public motivation to voluntarily present sport services	0.03	3	0.09
6- emphasis of doctors and psychologists about the role of sport in physical and mental health	0.04	4	0.16
7- the emphasis of constitution on free sport service for all	0.04	3	12
8- presence of special natural areas for public sports in all over Khuzestan province	0.05	3	0.15
`Public sport threats	....	....	....
1- shifts in people's lifestyle and their tendency toward inactive life	0.08	1	0.08
2- high unemployment rate in Khuzestan	0.03	1	0.03
3- high addiction rate in Khuzestan	0.06	2	0.12
4- Politicization of sport	0.06	1	0.06
5- the economic problems of Khuzestan province people	0.07	2	0.14
6- cities structure shift and destruction of covered sport places	0.05	1	0.05
7- the need of covered sport places due to specific environmental condition of Khuzestan	0.05	1	0.05
8- poor attention of social media toward public sport	0.09	1	0.09
9- increasing of sport equipment prices	0.08	1	0.08
10- cultural and social obstacles preventing people from participating in public sport specially women	0.07	1	0.07
	Total:1		Total : 2.08
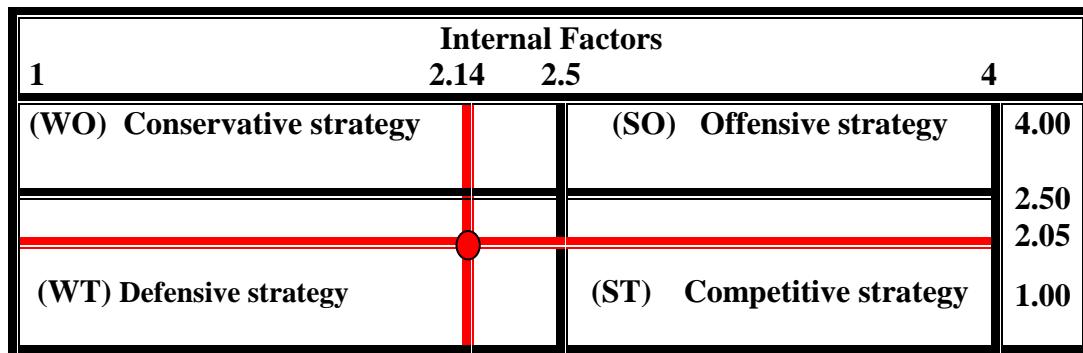
Figure 4 : Strategic position of Khuzestan public sport in SWOT matrix ( )

Table 5 : strength points, weakness points, opportunities and threats matrix of Khuzestan public sport:

Internal factors / ExternalFactors	Strength points	Weakness points
Opportunities	**SO strategies:** 1-utalizing sport experts in public sport stations. 2-expanding public sport stations in all over Khuzestan. 3-expanding sportive tourism because of natural public sport stations. 4-forming voluntarily groups to afford volunteer services.	**WO strategies:** 1-Using present media to propound public sport and its benefits. 2-officials special attention about villagers, handicapped and old people public sport. 3-exploiting natural areas for public sport usage. 4-absorbing more people to public sport by presenting awards.
threats	**ST strategies:** 1-developing free sport stations. 2-propaganda about the benefits of sport and dangers of smoking.	**WT strategies:** 1-codifying strategies to develop public sport. 2-expanding public sport culture inside the society using social media. 3-changing Khuzestan public sport structure.

V. Result Discussion

There are many models for strategic planning. Generally, regarding their differences in numbers and levels priority, all models have similar structure. The basis of strategic planning begins with determining prospect and organizational mission. By analyzing external and internal factors (to identify opportunities, external threats, strength points and weakness point). Some goals would be considered for the organization and then the chosen guidelines would be applied to fulfill these goals [4].in the current research this approach was applied, it means that at first, the prospect and mission of physical education bureau of Khuzestan province about public sport was codified and then after analyzing and internal and external environment, the long term goals and guidelines were codified.

The results of this research indicated that the Khuzestan bureau of youth and sport stands in (WT) position in public sport. Organizations that apply WT strategy, exhibit a defensive state. Their aim is reducing internal disadvantages and preventing external threats .organizations that have internal weaknesses and face numerous threats in outside environment, stand in a dangerous position. Actually such organizations would fight to guarantee their existence and apply defensive strategies. (E.g. reduction, transference, change) .usually organizations choose one of SO, WO, ST, WT guidelines according to which phase of external or internal matrix they stand [17]. Normally because Khuzestan public sport stand in WT position, most of the guidelines would be derived from WT phase .the codified guidelines in WT phase to develop public sport of Khuzestan are:

1. Codifying strategic guideline to develop public sport in Khuzestan.
2. Expanding public sport scope by using social media.
3. Changing Khuzestan public sport structure.

Current research result show that out of 14 weakness points exists in Khuzestan public sport, the most important ones are:

1. Lack of codified planning
2. Averting from consulting experts
3. Out of date structures and standards
4. Inadequate propaganda

These results are consistent with Ghofrani's results(2009) which is (not consulting with experts) [11] and with Shabani's results (2011) which are (lack of codified planning for encouraging people and not consulting experts) [24] and with Mozaffari's result(2005) which is (out of date facilities and structure) [25] and with Wahed results(2009) which are (lack of planning, lack of manpower and managers inattention. also most explicit weakness point in Esfahan public sport[26], according to Nasirzade (2011) is lack of proper planning in Kerman province[27] according to Numrato (2009) and Sheshu (2004) results, suffers from lack of propaganda and proper guidelines[10.28]. Regarding these results and similar research results in this area, it seems that applying experts beside media cooperation could be very impressive in Khuzestan public sport progression. And factors like planning, cooperation, proper use of facilities and equipment and emphasizing on public sport for special groups could be achievable. Also these results show that the (inadequate facilities and equipment) factor is the least important threat in Khuzestan public sport which is in contradiction with Zarei (2001) results that (sport equipment and facilities play key role in attracting students to do recreational activities [29]. Perhaps the difference of research communities (cultural, social, economical, environmental.) is the reason why these results differ with each other.

Also this research shows that there are 10 threats challenging Khuzestan public sport. The most important ones are:
1. Shifts in people's life and their tendency to toward inactive life style.
2. Economic problems people face.
3. Inadvertence of media and cultural and social difficulties related to women participation in public sport.

These results match with Wahed results (2009) that indicated economic problems and income reduction are danger to Esfahan public sport [26] and match with Shabani results (2011) which indicate that people's economic problems, change in life style and inattention of media are dangerous to public sport [24]. also NasirZade results (2011) which indicate that economic problems are the main problems of Kerman province regarding public sport [27], proves Khaki Et al. (2005) findings that the improvement of people's economic condition and social media exploitation are leading development factors [5] and Liu (2009) and Mccree (2009) findings that shift in people's life style and urbanization are the threatening factors to public sport [30.31] also the results of this research disagree with Nasir zade (2011) findings that high unemployment rate is the most important threat to Kerman public sport and puts it in the last rank[27].perhaps the reason of this inconsistency would be the differences among research

communities (cultural, economical, social, environmental).

Considering the mentioned weakness and strength points, and Khuzestan public sport position in WT , and because such organizations have to adopt defensive strategies in order to reduce internal weakness points and avoid external threats , it seems that codified strategies in current research WT box (strategies for public sport development guidelines, promoting sportive atmosphere in the society, changing public sport structure of the province) In order to reduce weaknesses and avoid threats and finally public sport development are totally logical.

As well, this research indicated that there are 10 strength points in Khuzestan public sport. The important advantages are:
1. Low prices of public sport compared with champion sport
2. Numerous attendance of youth and teens
3. Exciting indigenous patterns of local sports
4. Public sport role in preventing spread of diseases and unpleasantness.
5. Activity of public sport boards in the province

Also current research shows that there are 8 opportunities in Khuzestan public sport. Most important ones are:
1. Special natural areas for public sport in all over of the province.
2. Various social media activity in informing and advertising about public sport.
3. Emphasis of doctors and psychologist on the role of sport in physical and mental health.

It seems that for developing public sport in Khuzestan, besides codified guidelines, these advantages and opportunities must be considered and sport officials try to preserve and improve them.

VI. Conclusion

To fully study and supervise the matter of codifying guidelines for Khuzestan public sport, the researcher in this paper, at first studied the documents related to Khuzestan sport bureau, then investigated other provinces public sport guidelines and prospect documents and finally held plenty of meetings with province officials and experts and proceeded in codifying prospect and mission and long-term goals and strategies which are:

Khuzestan sport bureau prospect about public sport:
- Healthy, active and full of life province
Mission of Khuzestan sport bureau about public sport:
- Expanding public sport among people, enriching people's free time , avoiding machinery life, avoiding stresses and increasing people efficiency
Long-term goals of Khuzestan sport bureau about public sport development:

- Participation of 10% of people in ten-year long horizon.
Most important development guidelines for public sports in Khuzestan:
- Strategic plan codification for public sport development.
- Promoting sporting idea in the society by media
- Changing Khuzestan public sport structure.

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

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

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

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

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.

The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

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

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

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

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

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

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

It is mandatory to read all terms and conditions carefully.
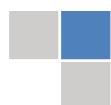
Auxiliary Memberships

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

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

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

The Institute will be entitled to following benefits:

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

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

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

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

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

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

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

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

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

The following entitlements are applicable to individual Fellows:

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

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

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

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

Note :

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

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

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

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

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

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

   (II) Choose corresponding Journal.

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

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- Font type of all text should be Swis 721 Lt BT.
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1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

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Scope

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

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

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

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

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

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

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

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

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

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

4. MANUSCRIPT'S CATEGORY

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

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

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

Research articles: These are handled with small investigation and applications

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

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

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

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

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

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

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

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

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

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

(h) Brief Acknowledgements.

(i) References in the proper form.

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

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

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

Format

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

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

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

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

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

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

Preparation of Electronic Figures for Publication

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

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

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6.1 Proof Corrections

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

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

(Free of charge) from the following website:

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

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

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TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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

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

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

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

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

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

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

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

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

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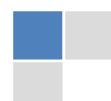
12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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

Abstract:

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

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

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

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

Approach:

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

Introduction:

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

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

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

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

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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

Content

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

What to stay away from

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

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

Approach

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

Figures and tables

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

Discussion:

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

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

Approach:

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

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

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

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

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

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