Online ISSN: 2249-460X
Print ISSN: 0975-587X
DOI: 10.17406/GJHSS

Global Journal

of Human Social Sciences: C

Sociology & Culture



Study of Tribal Women

Nexus between Culture, Indigenous

Highlights

Utilization of Indigenous Plant

Counterterrorism in Public Opinion

Discovering Thoughts, Inventing Future

VOLUME 17 ISSUE 4 VERSION 1.0

© 2001-2017 by Global Journal of Human Social Sciences, USA

Volume 17 Issue 28 was originally issued as C4

Global Journal of Human-Social Science: C
Sociology & Culture

Volume 17 Issue 28
Originally issued as C4

Global Journal of Human-Social Science: C

Sociology & Culture

Volume 17 Issue 4 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2017.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

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

Packaging & Continental Dispatching

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

Find a correspondence nodal officer near you

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

eContacts

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

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Editorial Board

Global Journal of Human-Social Science

Dr. Heying Jenny Zhan

B.A., M.A., Ph.D. Sociology, University of Kansas, USA Department of Sociology Georgia State University, United States

Dr. Prasad V Bidarkota

Ph.D., Department of Economics Florida International University United States

Dr. Alis Puteh

Ph.D. (Edu.Policy) UUM Sintok, Kedah, Malaysia M.Ed (Curr. & Inst.) University of Houston, United States

Dr. André Luiz Pinto

Doctorate in Geology, PhD in Geosciences and Environment, Universidade Estadual Paulista Julio de Mesuita Filho, UNESP, Sao Paulo, Brazil

Dr. Hamada Hassanein

Ph.D, MA in Linguistics, BA & Education in English, Department of English, Faculty of Education, Mansoura University, Mansoura, Egypt

Dr. Asuncin Lpez-Varela

BA, MA (Hons), Ph.D. (Hons) Facultad de Filolog?a. Universidad Complutense Madrid 29040 Madrid Spain

Dr. Faisal G. Khamis

Ph.D in Statistics, Faculty of Economics & Administrative Sciences / AL-Zaytoonah University of Jordan, Jordan

Dr. Adrian Armstrong

BSc Geography, LSE, 1970 Ph.D. Geography (Geomorphology) Kings College London 1980 Ordained Priest, Church of England 1988 Taunton, Somerset, United Kingdom

Dr. Gisela Steins

Ph.D. Psychology, University of Bielefeld, Germany Professor, General and Social Psychology, University of Duisburg-Essen, Germany

Dr. Stephen E. Haggerty

Ph.D. Geology & Geophysics, University of London Associate Professor University of Massachusetts, United States

Dr. Helmut Digel

Ph.D. University of Tbingen, Germany Honorary President of German Athletic Federation (DLV), Germany

Dr. Tanyawat Khampa

Ph.d in Candidate (Social Development), MA. in Social Development, BS. in Sociology and Anthropology, Naresuan University, Thailand

Dr. Gomez-Piqueras, Pedro

Ph.D in Sport Sciences, University Castilla La Mancha, Spain

Dr. Mohammed Nasser Al-Suqri

Ph.D., M.S., B.A in Library and Information Management, Sultan Qaboos University, Oman

Dr. Giaime Berti

Ph.D. School of Economics and Management University of Florence, Italy

Dr. Valerie Zawilski

Associate Professor, Ph.D., University of Toronto MA - Ontario Institute for Studies in Education, Canada

Dr. Edward C. Hoang

Ph.D., Department of Economics, University of Colorado United States

Dr. Intakhab Alam Khan

Ph.D. in Doctorate of Philosophy in Education, King Abdul Aziz University, Saudi Arabia

Dr. Kaneko Mamoru

Ph.D., Tokyo Institute of Technology Structural Engineering Faculty of Political Science and Economics, Waseda University, Tokyo, Japan

Dr. Joaquin Linne

Ph. D in Social Sciences, University of Buenos Aires, Argentina

Dr. Hugo Nami

Ph.D.in Anthropological Sciences, Universidad of Buenos Aires, Argentina, University of Buenos Aires, Argentina

Dr. Luisa dall'Acqua

Ph.D. in Sociology (Decisional Risk sector), Master MU2, College Teacher, in Philosophy (Italy), Edu-Research Group, Zrich/Lugano

Dr. Vesna Stankovic Pejnovic

Ph. D. Philosophy Zagreb, Croatia Rusveltova, Skopje Macedonia

Dr. Raymond K. H. Chan

Ph.D., Sociology, University of Essex, UK Associate Professor City University of Hong Kong, China

Dr. Tao Yang

Ohio State University M.S. Kansas State University B.E. Zhejiang University, China

Mr. Rahul Bhanubhai Chauhan

B.com., M.com., MBA, PhD (Pursuing), Assistant Professor, Parul Institute of Business Administration,
Parul University, Baroda, India

Dr. Rita Mano

Ph.D. Rand Corporation and University of California, Los Angeles, USA Dep. of Human Services, University of Haifa Israel

Dr. Cosimo Magazzino

Aggregate Professor, Roma Tre University Rome, 00145, Italy

Dr. S.R. Adlin Asha Johnson

Ph.D, M. Phil., M. A., B. A in English Literature, Bharathiar University, Coimbatore, India

Dr. Thierry Feuillet

Ph.D in Geomorphology, Master's Degree in Geomorphology, University of Nantes, France

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. The Nexus between Culture, Indigenous Knowledge and Development in Ethiopia: Review of Existing Literature. *1-7*
2. Differences in Student Participation and Performance in Advanced Coursework as a Function of Economic Status *9-15*
3. Human Trafficking: A Sociological Study on Tribal Women of Jharkhand. *17-20*
4. Counterterrorism in Public Opinion: A Cross Sectional Research in Punjab, Pakistan. *21-27*
5. Utilization of Indigenous Plant-Based Veterinary Medicines among Saasiggaa Oromo of South West Ethiopia: A Case Study. *29-35*

v. Fellows
vi. Auxiliary Memberships
vii. Process of Submission of Research Paper
viii. Preferred Author Guidelines
ix. Index

Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

The Nexus between Culture, Indigenous Knowledge and Development in Ethiopia: Review of Existing Literature

By Wassie Kebede & Sebsib Belay
University of Swaziland

Abstract- This article synthesizes the findings from review of existing literature on the links between culture, indigenous knowledge and development in Ethiopia. Culture and indigenous knowledge have paramount contribution to development. It is very recently that culture becomes the agenda in the development discourses. Ethiopia is endowed with hundreds and thousands of tangible and intangible cultural heritages. The influence of culture on politics and economy is significant in Ethiopia and government policy shapes culture in the Country. The review of existing literature indicates that little attention is paid by the majority of the authors to show the links between indigenous knowledge, culture and development. Many of the articles reviewed in this study are not rigor enough to contribute towards development by providing sufficient knowledge on culture and tradition. It is safe to conclude that knowledge production in the areas of culture and indigenous knowledge in Ethiopia is at the infancy stage. Many of the existing studies in the area are not pioneered by Ethiopian scholars.

Keywords: *indigenous knowledge, culture, development, ethiopia*.

GJHSS-C Classification: *FOR Code: 420399*



Strictly as per the compliance and regulations of:

© 2017. Wassie Kebede & Sebsib Belay. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creative commons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Nexus between Culture, Indigenous Knowledge and Development in Ethiopia: Review of Existing Literature

Wassie Kebede [α] & Sebsib Belay [σ]

Abstract- This article synthesizes the findings from review of existing literature on the links between culture, indigenous knowledge and development in Ethiopia. Culture and indigenous knowledge have paramount contribution to development. It is very recently that culture becomes the agenda in the development discourses. Ethiopia is endowed with hundreds and thousands of tangible and intangible cultural heritages. The influence of culture on politics and economy is significant in Ethiopia and government policy shapes culture in the Country. The review of existing literature indicates that little attention is paid by the majority of the authors to show the links between indigenous knowledge, culture and development. Many of the articles reviewed in this study are not rigor enough to contribute towards development by providing sufficient knowledge on culture and tradition. It is safe to conclude that knowledge production in the areas of culture and indigenous knowledge in Ethiopia is at the infancy stage. Many of the existing studies in the area are not pioneered by Ethiopian scholars.

Keywords: indigenous knowledge, culture, development, ethiopia.

"Knowledge is the only treasure you can give entirely without running short of it"
African Proverb

I. Background

a) Defining Culture

The term "culture" is derived from a French term, which in turn is originated from the Latin word "colere," which means to tend to the earth and grow, or cultivation and nurture. Yitbarek (2009, p. 203) describes culture as "…the experiences, knowledge, beliefs, values, norms, and attitudes that a certain social group constitutes and reproduces in daily life." The same author describes culture as dynamic and the concept is broader than a given language group or even a nation. People who share same culture can have more than one language families and can reside in more than a nation. Culture measures the quality of life, the vitality and the health of the society. Through culture, people develop personal and cognitive growth and the ability to emphasize and relate to each other. Culture is also reflected in the history of a society, in the heritage and in how society members express ideas and creativity. Banks, and McGee (1989) provide a comprehensive definition of culture.

The essence of culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviours in the same or in similar ways (p.8).

b) Indigenous Knowledge

Indigenous knowledge is defined as ways of knowing, seeing and thinking that are passed down orally from generation to generation. The ways of knowing reflects experimentation and innovation in topics like agriculture, animal husbandry, child rearing practices, education systems, medicine and natural resource management, among many others (International Centre for Indigenous Knowledge, 2015). Warren (1995; cited in Sithole, 2006, p.2) defines indigenous knowledge as "local knowledge that is unique to a given culture or society. [It] is the systematic body of knowledge acquired by local people through accumulation of informal experiences and intimate understanding of the environment in a given culture."

Fenta (2000; cited in United Nations, 2004) describes traditional knowledge is "…embedded in the community's practices, institutions, relationships and rituals. It is the total of the knowledge and skills that people in particular geographic areas possess and that enable them to get the most out of their [social and] natural environment" (p.25).The use of indigenous knowledge for local development is recognized by the international communities such as the World Bank and a lot has been invested to revitalize the contribution of such knowledge to community strengthening. The use of traditional knowledge is expressed in a form of customary conflict resolution, agricultural practices, community mobilization and networking, spiritual

Author α: Wassie Kebede is a PhD and Associate Professor of Social Work and Social Development in Addis Ababa University and Visiting Professor at University of Swaziland, Swaziland.
e-mail: wassiek7@gmail.com
Author σ: Sebsib Belay is MA in Social Anthropology and a Researcher/ Lecturer at the Institute of Development and Policy Research, and College of Social Sciences, Addis Ababa University.
e-mail: belay.meye@yahoo.com

© 2017 Global Journals Inc. (US)

services, health protection, soil conservation, neighbourhood security, economic support via traditional lending, labour cooperation and philanthropic services.

c) *The Role of Culture and Indigenous Knowledge to Development*

Culture and indigenous knowledge have paramount contribution to community wellbeing and development. It is, therefore, necessary to devise protection mechanisms to culture and indigenous knowledge. Protection conveys the measures of preserving, promoting, controlling the use and ensuring to the owners' proper share of the benefits from the use of such knowledge (United Nations, 2004). Culture as one of the determinant factors for development has given less emphasis for long times. For example, the cause for underdevelopment of nations in the South was ascribed mainly to external factors such as colonialism, neo-colonialism, and dependency; and internal factors such as poor macroeconomic policy, inefficient economic system and bad political institutions, whereas, in actual facts culture influences the speedup or slowdown of development. It is very recently that culture becomes the agenda in the development discourses. Contemporary writers began to amplify that culture matters for economic and social development (Yitbarek, 2009; Grenier, 1998; Yitbarek, 2009).

d) *The Ethiopian Context*

Coming to the Ethiopian context, the Country's earlier civilization serves as evidence for extent and rationality of traditional knowledge. The domestication of certain crops like coffee, *teff*, *enset*, etc; and the development of bench terrace systems are important cases of achievements in agriculture using the indigenous knowledge of communities in Ethiopia. The Country with written language over 2000 years, owns manuscripts for over 500 years old, is the indications for the long period preservation of traditional knowledge (Fenta, 2000). Ethiopia is endowed with hundreds and thousands of tangible and intangible cultural heritages. Each tribe and nationality is full of dozens of cultural traits and indigenous knowledge. For example, a recently published inventory of five ethnic groups' intangible cultural heritages indicates existence of various social, economic, and cultural practices patented to these ethnic groups as summarized in the table below.

Table 1

No.	Ethnic group	Total heritages	Sub-categories of heritages
1	Waghemra	20	(1) Social rituals/theatre, (2) Oral tails/storytelling and demonstration, (3) Social/cultural arts, (4) Knowledge of nature and practice, (5) Knowledge of embroidery and knitting.
2	Awi	22	(1) Social rituals/theatre, (2) oral tails/storytelling and demonstration, (3) social/cultural arts, (4) knowledge of nature and practice; and (5) knowledge of handicraft and practice.
3	Erob	15	(1) Social rituals/theatre, (2) Oral tails/storytelling and demonstration, (3) Social/cultural arts, (4) Knowledge of nature and practice; and (5) Knowledge of handicrafts and practice.
4	Kunama	15	(1) Social rituals/theatre, (2) Oral tails/storytelling and demonstration, (3) Social/cultural arts, (4) Knowledge of nature and practice; and (5) Knowledge of handicrafts and practice.
5	Ethiopian Somali	16	(1) Social rituals/theatre, (2) Oral tails/storytelling and demonstration, (3) Social/cultural arts, (4) Knowledge of nature and practice; and (5) Knowledge of handicrafts and practice.

Source: Extracted and translated from Authority for Research& Conservation of Cultural Heritage, June 2015, Volume 7.

II. Objectives

The objective of this paper is to make a synthesis of existing literature on culture, indigenous knowledge and development and; identify existing gaps (if any) in terms of thematic coverage, methodology, findings, attentions paid to policy matters and overall qualities of the publications. The review covers (if any) in terms of thematic coverage, methodology, findings, attentions paid to policy matters and overall published materials in a form of journals, books,

© 2017 Global Journals Inc. (US)

conference proceedings and theses/dissertations. The review delimited itself to materials published from the year 2000-2014.

III. Review Method

a) Screening Process

We applied various techniques to identify published materials on the subject area of culture, indigenous knowledge and development. We used subject index as a main technique to identify the publications from printed and electronic sources. We also consulted annotated bibliographies to identify related topics to the study. The Store and AcademicJournals.com were the two most electronic sources visited from which over 500 journal publications related to the key terms (culture, indigenous knowledge and development) were retrieved irrespective of our focus on Ethiopia. We further filtered the sources to select those materials published on Ethiopia related to the key terms mentioned above. Only 199 materials were found written on Ethiopia. These materials mentioned some cultural, indigenous knowledge or development issues in relation to Ethiopia. We went to a third stage scrutinizing of the articles/books to identify only those which fulfill our inclusion criteria.

b) Inclusion Criteria

The inclusion criteria to select materials relevant for our review include the following: (1) the material should be published on or after 2000, (2) materials have to appear in journal publications, books or workshop/ conference proceedings/theses/PhD dissertations, (3) the title of the material should contain either culture, indigenous knowledge or development or a combination of two or all; and (4) there should be clear author, date and source of publication. Consequently, only 29 of the materials fulfilled the criteria and were subject for detail review and analysis.

c) Review Technique

Upon completion of listing the sources, we continued reviewing each material in accordance to the predetermined set of focuses. We paid attentionto-extract information on issues summarized in the template below.

Table 2

Year of publication	Author/s	Title and source of publication	Research questions	Objectives & scope of the study	Research method/s	Findings & discussions	Conclusions and recommendations

Our data analysis passed through the following sequences. The first task was extensive reading of each material, followed by extraction of basic information in accordance to the focuses presented in the template above, and developing a source data that comprises the necessary information. Once the necessary data were generated from the desk review, such data were regrouped under the major themes/topical statements we identified in advance. The topics include: (1) profiles of reviewed materials, (2) topical focuses, (3) methods used and objectives set in the studies, (4) research question, (5) findings and (6) conclusions/ recommendations made. Following review and analysis of the publications we made a critical reflection on the gaps identified within the publications (thematic focus, content, objectives and question formulation, methodology, and comprehensiveness).In the final section, we make our own conclusion.

d) Limitations

The first limitation was lack of well organized database from which we could retrieve published materials. We applied a free search engine which might not be strong enough to explore all possible publications in the subject area we conducted the review. Therefore, the sources we relied for review may not be as inclusive as we expected to explore all available materials. Some retrieved materials lacked clear focus for which we dropped them from considering in the review process. Many resourceful materials were omitted since they were not published in journals/books or were not presented in conferences. The materials selected for review were heterogeneous in terms of method, content, focus/objective and scope of their geographic and population targets. This made the review to become cumbersome. In order to make the review process more rigorous and trustable, we were careful enough to rely only on those materials which fulfilled our inclusion criteria.

IV. Findings

e) Profiles of the Reviewed Materials

Among the total of 199 published materials on Ethiopia in relation to culture, indigenous knowledge and development, only 29 of them were found relevant for review and analysis. These materials were published during 2000-2014. Among the selected materials, the highest number of publications retrieved were published in 2005 and 2013 where six and four materials, respectively. The following table illustrates year of publications of materials which were subject for review and analysis.

© 2017 Global Journals Inc. (US)

Table 3

Year of Publication	No. of publications on culture, indigenous knowledge and development in Ethiopia accessed for review
2000	2
2001	2
2003	1
2004	0
2005	6
2006	3
2007	1
2008	1
2009	2
2010	3
2011	1
2012	1
2013	4
2014	2
Total	29

Publication status of the 29 materials indicates that 24 were journal articles, three conference/workshop proceedings and two Master theses. Another focus of presenting profiles of the publications was to indicate who the authors of the materials were in terms of national origin and solo-co-authorship. Out of the 29 publications,14 were published either by Ethiopian authors or published in co-authorship with other nationals. The remaining 15 were exclusively published by foreign authors. Eighteen publications were found to be solo-authored out of which only eight were published by Ethiopian authors. From the remaining 11 publications which were co-authored, only two were co-authored with Ethiopian authors.

f) Focuses of the Publications

The topics of the 29 reviewed materials indicate that 16 of them were dedicated to pronounce indigenous knowledge in connection to other focus areas to study. Only six of the materials have culture as their topic of study. The remaining seven had combined topics where culture and indigenous knowledge or culture and development are merged with other issues such as religion, politics, policy or other macro-concepts such as society. Whereas, development was less pronounced in topical sentences; indigenous knowledge was presented as major topical phrases in majority of the publications, within which culture is being quoted in some sections of the publications.

g) Methods and Objectives of the Publications Used

A critical observation of mentioning the term "method" or "methodology" was used as a parameter to specify the presence or absence of this important section of scholastic writing. In addition, the extent of describing the method used was applied to measure the attention given by the authors to present clear research method/methodology. Our overall impression in relation to the study methods is that, there is a problem of clarity to describe the specific method/approach used in many of the reviewed materials.

A tally of each of the reviewed articles indicates that authors of the 14 articles never mentioned at all the term "method" or "methodology" in their publications. Other 15 at least mentioned method/methodology in the texts they wrote. A further investigation of the level of clarity of methods/methodologies indicate that out of the 15 publications which mentioned the method/ methodology, nine of them simply mentioned the type of method applied, such as qualitative or quantitative and never described what it means or why they have chosen such method. This is considered in our review as lack of clarity of a method in the publications. Some authors also used study designs as alternative to describe method. For example, terms and phrases such as ethnographic study, participatory rural appraisal, or ethno-botanical approach are used as terms to describe research methods. In our view, the above listed terminologies are study designs falling either under qualitative, quantitative or a mixed method being used ina given study.

Many authors have paid attention to describe objectives compared to explaining their study methods. Although the authors did not give specific topic to state their study objectives, as long as they describe in a form of statements anywhere in the background of their articles, we considered the publications as having stated their objectives. In this regard, 22 publications stated their study objectives, out of which 19 have described such objectives clearly. The level of clarity could be subjective depending on how we analyze the views of authors in presenting and explaining their objectives. The level of clarity both for the objectives and methods was measured against whether or not the authors explained these issues in detail or were presented in scanty manner.

h) Research Questions

As far as the publications we reviewed are published in a form of journals, books or presented in conferences/workshops, we believed the studies have clearly stated research questions and followed scientific inquiries. In actual fact, only12of the 29publications have stated research questions in one way or another. Authors of some materials explicitly listed their research questions while others simply described in a form of statements. In this regard, nineof them have listed the research questions clearly and the remaining three articles have presented ambiguous questions. Out of the 12 publications that presented their research questions, eight of them have attempted to respond to a single research question and four paid attentions to answer multiple questions.

© 2017 Global Journals Inc. (US)

i) Main Findings

It is not easy and simple to summarize and present findings of already published articles in a concrete and consolidated manner, where the quality of the materials is found to be anomalous. Major constraints to summarize the findings emanated from the huge number of reading materials to cover diverse style of presentation of findings and ambiguities in presenting such findings so that it could be easy to communicate to the reader. Despite these limitations, we have exerted at most effortto develop common themes where findings of the 29 articles can be grouped and synthesized. Our findings are summarized as follows.

i. *Findings on Culture*

One major finding of a study conducted by Keeley and Scoons (2000) indicates the strong influence of cultural networks on political decision making. This same paper continues to explain the influence of cultural traits on protection of environment as well as agricultural and natural resources management. This paper tried to explain how culture contributes to facilitate or deter development in general and political decision making and natural environment protection in particular. Culture is defined in a broader term by some authors and used as lenses to study political ideologies. Tronvoll (2001) describes three forms of political culture that were practiced by some groups in Ethiopia. According to the author, accommodationist, assimilationist and secessionist are three political cultures used to exist in Ethiopia of which the accommodationist political culture got the upper hand.

Culture and religion is another major focus that draws the attention of authors considered in this review of existing literature. Kaplan (2004, 2009) describes the influence of culture in the process of conversion to a specific religion. According to the author, for someone to be considered converted to a specific religion (Islam, Christian) the person has to pass through culture rites that approve the immersion to that particular religion. For example, in old days, receiving a Christian name was the essential rites for those wishing to join a Christian community.

Despite its long existed heritages within a society's way of life, culture is found to be reshaped by a state policy. As described by Abbink (2000), a significant factor that is reshaping local cultures and group relations in Ethiopia and elsewhere is state policy. On the other hand, culture can also be influenced by some gift of nature. Cultural practices and rituals can be shaped by nature including plants, mountains and other sort of topographic features. For instance, plants, especially those medicinal plants can shape cultural elements of a given society (Bahiru, Asfaw & Demissew, 2012).

ii. *Indigenous/Traditional Knowledge*

Indigenous/traditional knowledge is pronounced by scholars as source of strength for natural resource conservation practices. Some Ethiopian writers such as Amsalu Aklilu (2001) notes that "making good use of and building upon indigenous knowledge and practice of the land users in the development and implementation of conservation technologies could bring about effective technological transfer and sustainable land use." Some traditional practices and indigenous knowledge are considered as part and parcel of cultural values in many communities in Ethiopia. The soil conservation practice in the Konso community has, for example, contributed for the change of survival mechanisms in the face of climatic changes. Mulat (2013) underlines that in the Konso community; the deep indigenous knowledge on soil conservation mechanism is deeply embedded in their culture.

There exists controversial agreement between modernity and preservation of traditional/indigenous knowledge. Some argue that while people continue to attend modern education and start to live modern way of life, they start to forget the existed indigenous knowledge that passed through generation to generation. This seems a valid argument as documented by Legesse, Teferi and Baudouin (2013). In their study of the Gedeo community on the use of indigenous knowledge on agro-forestry, the authors found that those young Gedeo's who attended formal education and who engaged in off-farm activities were found to be less knowledgeable on the existing indigenous knowledge.

iii. *Culture, Indigenous Knowledge and Development*

Among the authors whose works are reviewed in this article, it is fair to say that majority the of them paid little attention to link culture and indigenous knowledge with development. The concept development is rarely mentioned although elements of development such as soil conservation, natural resources management, and preservation of important plant species are mentioned in their reports. The only famous article out of the 29 reviewed works that directly stated the connection between culture, indigenous knowledge and development is the one written by Unasho (2013).

Unasho (2013) states "development that does not pay attention to culture and environment cannot produce fruits. The author, in the study of the Zaysitelanguage quoted the comments given by the respondents of the study and described that there was a direct link between linguistically encoded indigenous environmental knowledge and biodiversity conservation.

iv. *What did the Studies Recommended?*

Although many of the authors are lacking to provide recommendations in their works, very few

© 2017 Global Journals Inc. (US)

recommended that in the study of culture and indigenous knowledge, deeper studies with comprehensive nature that apply both quantitative and qualitative methodology and encompass wider social groups within a cultural setting are needed to better understand the contemporary nature of culture and indigenous knowledge. Some specific recommend-dations given by few of the study inclined towards giving the assignment to the Ethiopian government to conserve existing cultural practices that contribute towards conservation of natural resources (Bahiru, Asfaw & Demissew, 2012; Unasho, 2013).

V. Identified Gaps

It may not be fair to use a review of only 29 articles written on such huge areas of culture, indigenous knowledge and development and try to speak boldly about gaps. However, admitting our own limitations of the small sample size of publications, it is still possible to mention some gaps we identified. The gaps we want to describe are related to the following areas.

a) *Emphasis Given to Study the Links between Culture, Indigenous Knowledge and Development*

Our review clearly tells existence of only few published materials that paid attention to study culture and indigenous knowledge. Studying the link between culture and indigenous knowledge to development is a totally missing agenda by many of the articles we reviewed. While culture and indigenous knowledge are two sides of a coin, which can directly affect development, lack of attention given by researchers to show their importance for policy consideration is a serious flashback.

b) *Limited Sense of Ownership of Studying Culture, Indigenous Knowledge and Development*

The review process makes it clear that study of culture and indigenous knowledge is predominantly conducted by foreign researchers. If Ethiopians are participating, in most cases, they are co-authors. Studies conducted by Ethiopians are mainly post graduate theses which remain unpublished; otherwise, our argument would have been reversed.

c) *The Qualities of the Reports*

Regarding the qualities of the materials we made review, we tried our best to see the quality of each article in terms of content, methodology, research questions, objectives, and conclusions/ recommenda-tions the authors made. As we presented in the findings of this report, a significant number of articles have suffered from lack of clear objectives, ambiguity/ absence of methodology, and unable to describe their research questions. In the absence of clear research questions, objectives, and methods, it is very difficult to witness whether findings of the studies are reliable or not. With such doubts reliability is compromised. We can't be confident that findings from such study with less quality can be useful for policy and programme design.

Another element of the articles subject for comment is the contents/findings. Findings of many of the articles suffer from insufficient presentations of data. Even those with clear data do not witness whether such data respond to the research questions or meet their objectives due to absence of clearly stated research questions and objectives as stated in the previous sections. In sum, many of the studies are not rigor enough to contribute towards development by providing sufficient knowledge on culture and tradition.

VI. Conclusion

From our observation of the literature review, it is safe to conclude that knowledge production in the areas of culture and indigenous knowledge in Ethiopia is at the infancy stage. Similarly, researchers in the areas of culture and indigenous knowledge have paid no or very little attention to magnify the contribution of cultural heritage and indigenous knowledge to development. Another critical observation is many of the existing studies are not pioneered by Ethiopian scholars. On the other hand, studies conducted by Ethiopians are not published that widens the gap on knowledge transmission.

The lack of appropriate storage and retrieving systems for existing publications informs that available resources are not in a proper use. As a result, it is very difficult to make a concrete statement which areas of culture and indigenous knowledge should get priority attention for research and knowledge production.

References Références Referencias

1. Abbink, J. G. (2000). Comparing culture in southern Ethiopia: From ethnography to generative explanation. *Northeast African Studies,* 7(3), 1-13.
2. Amsalu Aklilu (2001). Natural resource management in Ethiopia: Making good use of indigenous knowledge. *Ethiopian Development Forum,* 2(3), 1-14.
3. Bahru,T., Asfaw,Z. &Demissew, S. (2012). Indigenous knowledge on plant species of material culture used by the Afar and Oromo nations in and around the Awash National Park, Ethiopia. Global Journal of Human Science Geography, 12(11), 1-10.
4. Banks, J.A. & McGee, C. A. (1989). *Multicultural education*. Needham Heights, MA: Allyn & Bacon.
5. Fenta, T. (2000). Biodiversity conservation and utilization on the basis of farmers traditional knowledge: Ethiopian experience. Ethiopian Science and Technology Commission, Addis Ababa.

© 2017 Global Journals Inc. (US)

6. Grenier, L. (1998). Working with indigenous knowledge: A guide for researchers. Dakar: International Develop-ment Research Centre.
7. International Centre for Indigenous Knowledge (2015). What is indigenous knowledge? Accessed on June 30, 2015 from http://icik.psu.edu/psul/icik/aboutik.html.
8. Kaplan, S. (2004). Themes and methods in the study of conversion in Ethiopia: A review essay *Journal of Religion in Africa,* 34(3), 373-392. DOI:10.1163/ 15700660417225475
9. Kaplan, S. (2009). Dominance and diversity: Kinship, ethnicity, and Christianity in Orthodox Ethiopia. *Church History and Religious Culture, 89(1/3),* 291-305.
10. Keeley, J & Scoones, I. (2000). Knowledge, power and politics: The environmental policy-making process in Ethiopia. Source: *The Journal of Modern African Studies*, 38(1), 89-120.
11. Legesse, A., Teferi,B. & Baudouin, (2013). Indigenous agro-forestry knowledge transmission and young people' participation in agro-forestry practices: The case of Wonago Woreda, Gedeo Zone, and Southern Ethiopia. Acta Geographica - Trondheim: Serie A, Nr. 26, No. 26.
12. Mulat, Y. (2013). Indigenous knowledge practices in soil conservation at Konso people, South Western Ethiopia. *American Journal of Rural Development, 2(2)*, 1-10.
13. Tronvoll, K. (2001). Voting, violence and violations: Peasant voices on the flawed elections in Hadiya, southern Ethiopia. *The Journal of Modern African Studies,* 39(4), 697-716.
14. Sithole, J. (2006). The challenges faced by African libraries and information centres in documenting and preserving indigenous knowledge. World Library and Information Congress, 20-24 August, Seoul, Korea.
15. Unasho, A. (2013). Language as genes of culture and biodiversity conservation: The case of "Zaysite" language in southern region of Ethiopia. *International Journal of Modern Anthropology 6 (1),* 13-36. United Nations (2004). Protecting and promoting traditional knowledge: Systems, national experiences and international dimensions. New York: United Nations.
16. Yitbarek, S. (2009). Vignettes on culture and development in Ethiopia. International Journal of Ethiopian Studies, 4(1/7), 203-208.
17. yQRS _ÂTÂ _b" ÆlSLÈN (2007).bêG<M‰ ½ xêE ½ x!éB ½ k#Ã¥Âyx!T×ùÃ î¥l@ B/@rîC §Y ytmzgb# x!N¬NjBL Æ?§êEQRîC. Q{ 7 sn@ 2007 ›.M

© 2017 Global Journals Inc. (US)

This page is intentionally left blank

© 2017 Global Journals Inc. (US)

Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Differences in Student Participation and Performance in Advanced Coursework as a Function of Economic Status

By Wassie Robert R. Michaels-Johnson & John R. Slate
Sam Houston State University

Abstract- Examined in this investigation was the relationship of student economic status with the completion of advanced coursework for Texas high school students in the 2013-2014 and 2014-2015 school years. Also analyzed was the relationship of student economic status with scoring above the state-specified criterion on advanced coursework examinations for the same school years. Using statewide data on all Texas high schools available from the Texas Academic Performance Reports, inferential statistical procedures revealed the presence of statistically significant differences. The percentage of students in poverty who completed advanced coursework in both school years was statistically significantly lower than all Texas students who completed advanced coursework. Similarly, fewer students in poverty scored above criterion on advanced coursework examinations. Implications of the findings were provided, along with suggestions for further research.

Keywords: economically disadvantaged, students in poverty, advanced coursework, advanced placement, international baccalaureate, college readiness.

GJHSS-C Classification: FOR Code: 160899



Strictly as per the compliance and regulations of:

© 2017. Wassie Robert R. Michaels-Johnson & John R. Slate. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creative commons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Differences in Student Participation and Performance in Advanced Coursework as a Function of Economic Status

Robert R. Michaels-Johnson [α] & John R. Slate [σ]

Abstract- Examined in this investigation was the relationship of student economic status with the completion of advanced coursework for Texas high school students in the 2013-2014 and 2014-2015 school years. Also analyzed was the relationship of student economic status with scoring above the state-specified criterion on advanced coursework examinations for the same school years. Using statewide data on all Texas high schools available from the Texas Academic Performance Reports, inferential statistical procedures revealed the presence of statistically significant differences. The percentage of students in poverty who completed advanced coursework in both school years was statistically significantly lower than all Texas students who completed advanced coursework. Similarly, fewer students in poverty scored above criterion on advanced coursework examinations. Implications of the findings were provided, along with suggestions for further research.

Keywords: economically disadvantaged, students in poverty, advanced coursework, advanced placement, international baccalaureate, college readiness.

I. Introduction

In 1964, then-President Lyndon B. Johnson, during his State of the Union Address to a joint session of the United States Congress, declared war on poverty. In that speech, Johnson announced, "Our aim is not only to relieve the symptoms of poverty, but to cure it and, above all, to prevent it" (Matthews, 2013, para. 2). Attacking poverty as a disease to be vanquished like rubella, smallpox, and polio, Johnson's legislative efforts to end poverty in America became the cornerstone of his broader political agenda to build a *Great Society*. Now, after 50 years, Johnson's ideals have instead left a great divide.

That divide is the difference in academic achievement between students who are economically disadvantaged and those students who are notin poverty. In fact, counter to the efforts of many politicians and education reformers to bridge this gap, the reality is, "in the United States over the last few decades these differences in educational success between high- and lower-income students have grown substantially" (Reardon, 2013, para. 3). According to a 2015 report on the effects of economic status on academic performance, demographics are determining destiny. Low-income students, primarily those students identified as high-ability, are being relegated to a "persistent talent underclass" (Plucker, Giancola, Healey, Arndt, & Wang, 2015, p. 1).

Although policy leaders agree establishing parity between those students who are economically disadvantaged and those students who are not in poverty has been a fundamental goal of educational reform and legislative efforts over the decades, rather than seeing the gap narrow, the separation has widened (Klug man, 2013). Writing for Jobs for the Future, Vargas (2013) noted some startling national statistics: only 65% of students in poverty who start eighth grade finish high school, 23% of students in poverty who start high school are prepared for a postsecondary level of academic work, and 17% of students in poverty ultimately earn any type of academic degree. This last statistic was in comparison to 57% of higher-income students who eventually complete a degree. Klug man (2013) commented, "In the United States, inequalities in opportunities to learn high-level curricular content are stark reminders that equality of educational opportunity has yet to be achieved" (p. 2).

The consequence of this persistent inequity has been a slow unraveling of the American social fabric. Essentially, half of America's students, an estimate of the number of students in poverty, are ill-equipped for either the workforce or for postsecondary educational opportunities (Reardon, 2013). As family income becomes the best predictor of a student's success in school, "the inadequacy of educational policies for such a large group of students has enormous implications for social mobility, preservation of the American Dream, and the nation's future economic prosperity" (Plucker et al., 2015, p. 3). The American educational system has not resolved the plight of its students in poverty but has instead become an unwitting accessory to the country's growing income inequality (Reardon, 2013).

However, this conundrum has not gone unaddressed by either the educational establishment, or by those persons who champion for the rights and benefits of persons who are economically disadvantaged. The No Child Left Behind legislation was established to address educational inequities in its various forms, including economic disparities (Welton & Williams, 2014). Discussing the specific steps taken in Texas, Welton and Williams (2014) critiqued the state's

Author α σ: Sam Houston State University. e-mail: rrm024@shsu.edu

© 2017 Global Journals Inc. (US)

accountability system in light of its efforts to address the academic and college-ready needs of students in poverty. They determined, although initially designed to ensure students were ready for college or career, high-stakes tests undermined that purpose. Instead, because teachers lowered academic standards to concentrate on test-preparation, student achievement and college readiness declined. Welton and Williams (2014) concluded, "high school policies, especially in under-sourced and low-performing high schools, limit the academic preparation necessary for college because the pressure to meet tough accountability sanctions shifts the school-wide instructional focus to exit exam preparation" (p. 183). Additionally, they observed, despite recent greater flexibility in the federal accountability system, Texas continued to administer a test-based accountability system that, "de-emphasized college rigor and readiness" (p. 182).

Consequently, in Texas and across the nation, states and districts have depended on Advanced Placement and International Baccalaureate courses to fulfill the need for greater academic rigor and to ensure student college-readiness. Both the College Board that administers the Advanced Placement program and the International Baccalaureate Organization that oversees International Baccalaureate Diploma Program examinations have published statements outlining their commitments to help students who are economically disadvantaged effectively prepare for college. The International Baccalaureate Organization in its research brief on accessibility stated, "Nationally, research suggests that students from low-income backgrounds are less likely to obtain the high school qualifications that are needed in order to access college and to persist and perform at a high level once there" (Gordon, Vander Kamp, & Halic, 2015, para. 2). They continued by proclaiming the International Baccalaureate Organization was "committed to foster a more diverse and inclusive IB (International Baccalaureate) community, enabling access to a rigorous education regardless of personal circumstances" (Gordon et al., 2015, para. 3). The International Baccalaureate Organization substantiated its claim by declaring all International Baccalaureate graduates, including students in poverty, are admitted and attend college at similar rates (Gordon et al., 2015).

Similarly, the College Board asserted

In light of recent studies showing that parental income and educational level are the best predictors of high school success, we felt it imperative to also begin a conversation that will examine the equity gap in AP (Advanced Placement) participation and success for low-income students. (2014, para 10).

They supported their commitment to overcoming the achievement gap between students who were economically disadvantaged and students who were not economically disadvantaged by presenting data establishing a strong pattern of growth in the number of Advanced Placement examinees who were low-income. Comparing the class of 2003 with the class of 2013, the College Board indicated the number of Advanced Placement examinees who were low-income almost quadrupled over the decade (College Board, 2014).

Support for the claims of the College Board and the International Baccalaureate Organization can be located in empirical research studies. Jobs for the Future held schools offering more Advanced Placement courses were exercising a promising strategy to increase the college readiness of students in poverty (Vargas, 2016). They further contended such coursework improved student persistence in high school and college, leading to higher rates of college completion. Plucker et al. (2015) also supported Advanced Placement and International Baccalaureate coursework as avenues to bridge the in poverty and high-income achievement and college-readiness gap. Among their recommendations for more effectively educating high-potential students in poverty, was an endorsement to "ensure that all high-ability students have access to advanced educational services" (p. 2), which included enrollment in Advanced Placement and other accelerated coursework. Additionally, Culross and Tarver (2011) confirmed claims of the International Baccalaureate Organization that students in the International Baccalaureate's Diploma Program "had a greater breadth and depth of knowledge, improved creative and critical thinking skills, and improved oral and written communication skill" (p. 236). In essence, International Baccalaureate students were college ready.

II. Statement of the Problem

Historically, students in poverty have encountered fewer opportunities to access postsecondary educational options (Welton & Williams, 2014) than their more privileged peers. One way their choices have been curtailed has been through the number and quality of high school advanced coursework offerings available to students in poverty. In an effort to increase these course options for students in poverty, many school districts have been encouraged and have taken steps to implement programs designed to encourage individual school campuses to provide more advanced coursework options to all students, including Advanced Placement and International Baccalaureate Diploma-level courses (College Board, 2014; Sparks, 2015).Unfortunately, such efforts have fallen short of their intention, and students in poverty have continued to access advanced coursework at a lower rate than their peers. Consequently, postsecondary education opportunities for these

© 2017 Global Journals Inc. (US)

students is limited (Plucker et al., 2015).Citing a lack of financial resources to provide for teacher training and student interventions, educational leaders continue to grapple with determining effective means to equalize student access to advanced coursework and to close the performance gap preventing students from being college-ready (Klugman, 2013).

III. Purpose of the Study

Despite efforts to close these performance gaps, students in poverty access advanced coursework at statistically significantly lower rates than the general student population (Plucker et al., 2015). Relatedly, if enrolled in advanced coursework, students in poverty tend to perform less successfully than their peers who are not poor (Welton & Williams, 2014). The purpose of this study was to determine, by examining Texas Academic Performance Reports data, if these disparities in advanced coursework enrollment and performance existed in Texas, and, if so,the extent to which they were present.

IV. Significance of the Study

Results from this investigation will add to the already existing body of research on the relationship between student economic status and student academic achievement. More specifically, the findings of this study could be used to highlight the disparity in the levels of college readiness for students in poverty as compared to students not in poverty. Additionally, investigative findings and the associated discussion could assist individual campuses, as well policymakers, in identifying and justifying efforts to narrow the achievement and college-readiness gaps existing between students in poverty and their peers.

V. Research Questions

The following research questions were addressed in this investigation: (a) What is the effect of economic status on the percent of students taking advanced coursework in Texas high schools in the 2013-2014 school year?; (b) What is the effect of economic status on the percent of students taking advanced coursework in Texas high schools in the 2014-2015 school year?; (c) What is the effect of economic status on the percent of students scoring above criterion in advanced coursework in Texas high schools in the 2013-2014 school year?; and (d) What is the effect of economic status on the percent of students scoring above criterion in advanced coursework in Texas high schools in the 2014-2015 school year?

VI. Method

a) *Research Design*

A causal-comparative research design was used in this study. In causal-comparative research, attempts are made to determine the cause of differences already existing between groups (Creswell, 2014).Analyzed in this investigation were archival data taken from the Texas Education Agency's Texas Academic Performance Reports to determine the effect of economic status on the enrollment and performance of high school students in advanced coursework.

b) *Participants and Instrumentation*

Aggregated campus-level data were obtained from the Texas Academic Performance Reports of the Texas Education Agency for the 2013-2014 and 2014-2015 school years. Initially obtained as an Excel spreadsheet document, the data were imported into the Statistical Package for Social Sciences (SPSS) software program. The data, as reported by school districts to the Texas Education Agency, were assumed to be accurate. This assumption was made because of the data audits routinely conducted by the Texas Education Agency.

c) *Definition of Terms*

As the data for this investigation were obtained from the Texas Education Agency and involved the participation and performance of Texas high school students, an understanding of the terms associated with this study as they were defined by the Texas Education Agency, was necessary. *Economically Disadvantaged* referred to the count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance (Texas Education Agency, 2016).*Advanced coursework completion* equaled the percentage of annual graduates who completed at least one Advanced Placement course from the College Board or at least one course from the International Baccalaureate's Diploma Program (Texas Education Agency 2016).In this study, course completion was also referenced as advanced coursework completion. To be *above criterion* on the associated advanced coursework assessments, students must have been awarded a minimum score of 3 out of 5 on an Advanced Placement examination, or a minimum score of 4 out of 7 on an International Baccalaureate examination (Texas Education Agency, 2016).

VII. Results

Prior to conducting inferential statistics to determine whether statistically significant differences were present between the percent of students in poverty and all students who took advanced coursework, checks were conducted to determine the extent the data were normally distributed. Similarly, checks were conducted to determine if normal distributions were present for the percent of students in poverty and the percent of all students who scored above criterion in advanced coursework. These checks were performed for both the 2013-2014 and the 2014-2015 school years. An examination of the standardized skewness

© 2017 Global Journals Inc. (US)

coefficients (i.e., the skewness value divided by its standard error) and the standardized kurtosis coefficients (i.e., the kurtosis value divided by its standard error) revealed large deviations from normality; 15 out of 16 standardized coefficients were outside the bounds of normality of +/-3 (Onwuegbuzie & Daniel, 2002).

Because the data for the research questions were not normally distributed, a nonparametric statistical procedure had to be utilized (Slate & Rojas-Le Bouef, 2011). Accordingly, a nonparametric Wilcoxon's dependent samples *t*-test (Huck, 2007) was used to address each question. A dependent samples *t*-test was an appropriate inferential statistical procedure to calculate when the variables (i.e., percent of students in poverty and the percent of all students taking advanced coursework and scoring above criterion) are related (Slate & Rojas-Le Bouef, 2011). In this investigation, both variables were present for the same groups of students and were at the interval/ratio level of measurement.

For research question one, the Wilcoxon's dependent samples *t*-test yielded a statistically significant difference between the percentage of students in poverty and all students completing advanced coursework in the 2013-2014 school year, $z = 25.42$, $p < .001$. The effect size associated with these differences was below small, Cohen's *d* of 0.19 (Cohen, 1988). Students in poverty had statistically significantly lower participation rates than all students at 3.50%. Descriptive statistics for this analysis are presented in Table 1.

Table 1: Descriptive Statistics for Percent of Students Taking Advanced Coursework for the 2013-2014 School Year

Student Group	*n* of schools	*M%*	*SD*
Students in Poverty	1,681	11.31	17.15
All Students	1,681	14.81	19.00

For the 2014-2015 school year, the Wilcoxon's dependent samples *t*-test yielded a statistically significant difference in the percentage of students in poverty taking advanced coursework and the percentage of all students completing advanced coursework, $z = 25.20$, $p < .001$.The Cohen's *d* (Cohen, 1988) effect size was 0.17, below small. Students in poverty maintained a statistically significant lower participation rate than all students at 3.35%. Presented in Table2are the descriptive statistics for this school year's results.

Table 2: Descriptive Statistics for Percent of Students Taking Advanced Coursework for the 2014-2015 School Year

Student Group	*n* of schools	*M%*	*SD*
Students in Poverty	1,738	12.41	18.55
All Students	1738	15.76	19.98

For the third research question, the Wilcoxon's dependent samples *t*-test yielded a statistically significant difference in the percentage of students in poverty scoring above criterion from the percentage of all students scoring above for the 2013-2014 school year, $z = 10.83$, $p < .001$. The effect size associated with this difference, Cohen's *d* (Cohen, 1988), was below small at 0.15.Students in poverty had above criterion score percentages of 38.36% in advanced coursework, and all students had above criterion score percentages of 41.84%, a difference of3.48%. Table 3 contains the descriptive statistics for above criterion student percentages for the 2013-2014 school year.

Table 3: Descriptive Statistics for Percent of Students Scoring Above Criterion in Advanced Coursework for the 2013-2014 School Year

Student Group	*n* of schools	*M%*	*SD*
Students in Poverty	795	38.36	23.36
All Students	795	41.84	23.69

For the 2014-2015 school year, the Wilcoxon's dependent samples *t*-test also yielded a statistically significant difference in the percentage of students in poverty scoring above criterion and the percentage of all students scoring above criterion, $z = 12.76$, $p < .001$. Cohen's *d* (Cohen, 1988) indicated a below small effect size at 0.16. Students in poverty had above criterion score percentages of 36.06%. The above criterion percentage for all students was 39.85%. 3.79% lower than the percentages of all students for advanced coursework. Contained in Table4are the descriptive statistics for above criterion student percentages for the 2014-2015 school year.

Table 4: Descriptive Statistics for Percent of Students Scoring Above Criterion in Advanced Coursework for the 2014-2015 School Year

Student Group	*n* of schools	*M%*	*SD*
Students in Poverty	834	36.06	23.08
All Students	834	39.85	23.64

VIII. Discussion

In this investigation, the extent the percentage of students in poverty differed from all students in the rate of completing advanced coursework and in the percent scoring above criterion were examined. Student economic status was related to statistically significant differences in both the percent of students who took advanced coursework and in the percent of students who scored above criterion on advanced coursework examinations. These findings were consistent with earlier discussed research results (Klugman, 2013; Welton & Williams, 2014), regarding the disparity in course taking and examination performance rates in advanced coursework for students in poverty, as compared to students not in poverty. "Students in high

© 2017 Global Journals Inc. (US)

poverty high schools generally have …limited access to a rigorous college preparatory curriculum such as Advanced Placement,…and are less likely to matriculate to any form of postsecondary education" (Welton & Williams, 2014, p. 183).

Readers should note that the effect size related to each research question was below small, ranging from 0.15 to 0.19. Moreover, the median difference between students in poverty and all students was less than 4% for students taking advanced coursework and for students scoring above criterion in advanced coursework for both research years. These less than expected results raised questions regarding the research questions and the research design. What factors associated with this study had such an effect on the study's findings?

Additionally, the previously mentioned median percentages prompted further reflection on the low number of students in Texas taking advanced coursework. Given the strength of advocacy for students to enroll in advanced coursework, and the benefits of advanced coursework afforded Texas students, such as college credit and advanced academic status at state colleges and universities (Texas Education Agency, 2016),the overall small student percentages were surprising. A conclusion could be that Texas campus leadership was not advocating advanced coursework, regardless of economics statues, to the degree presumed. The rhetoric from school district offices could be outpacing practices on individual high school campuses.

Related to the research questions, only two years of data were analyzed in this study. Logic could prompt speculation surrounding what differences, if any, would exist if the data from additional years were included in the study? The use of a longitudinal trend study encompassing three to five years could produce study results more in line with expectations (Johnson & Christensen, 2014).

Additionally, the study questions involved students in poverty as compared to all students. A more salient paring of questions would have compared students who are economically disadvantaged with students who are not economically disadvantaged. Unfortunately, the data-reporting mechanisms of the Texas Academic Performance Reports did not allow for the disaggregation of data in this manner. Should such a comparative study be designed, it could be determined that a much greater effect size for economic status did exist. Within this current study, the category of all students included students who are and who are not economically disadvantaged. The inclusion of students who are economically disadvantaged in this variable inherently diminished the effect size of economic status on the dependent variables of participation and performance in advanced coursework.

Therefore, readers are cautioned concerning the generalizability of these findings. Although a large sample size was used, results may not reflect relationships between students in poverty and advanced coursework and assessment in other states. Fellow researchers are also encouraged to explore further the issues related to students who are economically disadvantaged, by examining relationships between economic status and other demographic components such as gender and race/ethnicity. Further research on the influence of poverty on student college-readiness from perspectives other than aggregated campus data are also encouraged.

However, given the study findings, how valid was the traditional recommendation that disparities in college-readiness for students in poverty is most effectively addressed by placing students in advanced coursework and having those students take the related course examinations? Contrary to prior conclusions, other researchers (e.g., Nunley, Shartle-Gatollo, & Smith, 2000; Sparks, 2015) have brought this conventional practice into question. Nunley et al. (2000) reported colleges and universities, nationwide, are witnessing a growing trend in the lack of student readiness for college-level work, even among those students who complete high school advanced-level courses. Sparks (2015) called the effectiveness of the International Baccalaureate Diploma Program into question by noting International Baccalaureate students in poverty were still less likely to go on to college at rates compared to students not in poverty. Sparks (2015) went on to advocate for more access and support for students in poverty to participate and succeed in the International Baccalaureate Diploma Program. Additionally, Sadler and Tai (2007) determined only low correlations were present between Advanced Placement course examination scores and college grades.

Also participating in the discussion, Klopfenstein and Thomas (2009) concentrated their research on Texas high school graduates who matriculated at a Texas public university. Examining the grades of former Advanced Placement students, the researchers concluded Advanced Placement study had a minimal effect on student college success. Further, they questioned the validity of the College Board's claim regarding the efficacy of Advanced Placement course completion and challenged colleges and universities to stop using Advanced Placement course-taking when making admission decisions. In 2013, the University of North Carolina–Chapel Hill entered the emerging debate on the validly of Advanced Placement results, having established no direct correlation between the number of advanced-level high school courses taken and a student's college GPA (Kretchmar & Farmer, 2013). Surprisingly, the university recommended a revision to the weight advanced-level coursework held when determining university admission.

© 2017 Global Journals Inc. (US)

Therefore, if economic disparity in academic participation, performance, and college-readiness exists, and if a healthy supply of advanced coursework options is not the answer, what hope is there for almost half of the nation's students? Klug man (2013), Plucker et al. (2015), and Welton and Williams (2014) suggested a multi-faceted approach to the challenge. They proposed a variety of programs, initiatives, and supports to ensure students in poverty are provided with equity.

Klug man (2013) made several recommend-dations including reframing the importance of Advanced Placement and the International Baccalaureate in determining college admissions, focusing on developing quality teachers for all classrooms, and increasing academic rigor in instruction before high school. Welton and Williams (2014) called for guaranteeing students in poverty appropriate social supports they would need within a high school's college-ready culture. These supports included family involvement, faculty advocacy, access to college information, and opportunities to participate in college-high school partnerships. Speaking for the Jack Kent Cooke Foundation, Plucker et al. (2015) recommended the development of high school structures to allow students, especially high-ability ones, to move through coursework at their own pace and be supportively monitored as they advanced. Additionally, Plucker et al. (2015) suggested students in poverty have access to a variety of student academic services and their teachers and administrators are fully trained in understanding student needs and how to help meet those needs and how to help students access services.

IX. Conclusion

In conclusion, in the spring of 2013 educators and education scholars from around the globe met for the annual meeting of the American Educational Research Association. The theme that year was – Can schools provide children a way out of poverty? Almost half a century after President Johnson declared war on poverty, the search for the cure to what ails us most, poverty, is still underway.

References Références Referencias

1. Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
2. College Board. (2014). *The10th annual AP report to the nation: State Supplement*. Retrieved from College Board: www.collegeboard.org
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thou-sand Oaks, CA: Sage.
4. Culross, R.,& Tarver, E. (2011). A summary on the International Baccalaureate Diploma Programme: Perspectives of students, teachers, and university admissions officers in the USA. *Journal of Research in International Education*. *10*(3), 231-243. doi:10. 1177/1475240911422139
5. Gordon, M., Vander Kamp, E., & Halic, O. (2015). *International Baccalaureate programmes in Title I schools in the United States: Accessibility, participation, and university enrollment*. Retrieved from International Baccalaureate Organization: www.ibo. org/globalassets/publications/ib-reserach/ title-1-schools-research.pdf.
6. Huck, S. W. (2007). *Reading statistics and research* (5thed.). New York, NY: Addison Wesley.
7. Johnson, R. B.,& Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches.* Thousand Oaks, CA: Sage.
8. Klopfenstein, K.,& Thomas, M. K. (2009). The link between Advanced Placement experience and early college success. *Southern Economic Journal*, *75*(3), 873-891.
9. Klugman, J. (2013). The Advanced Placement arms race and the reproduction of educational inequality. *Teachers College Record*, *115*(5), 1-34.
10. Kretchmar, J.,& Farmer, S. (2013). How much is enough?: Rethinking the role of high school courses in college admission. *Journal of College Admission, Summer*(220), 28-33.
11. Nunley, C. R., Shartle-Galotto, M. K., & Smith, M. H. (2000). Working with schools to prepare students for college: A case study. *New Directions for Community Colleges*, *111*(07), 59-71. doi:10. 1002/cc.11107.
12. Onwuegbuzie, A. J., & Daniel, L. G. (2002). Uses and misuses of the correlation coefficient. *Research in the Schools, 9*(1)*,* 73-90.
13. Plucker, J., Giancola, J., Healey, G., Arndt, D., & Wang, C. (2015). *Equal talents, equal opportunities: A report card on state support for academically talented low-income students*. Retrieved from Jack Kent Cooke Foundation: www.jckf.org
14. Reardon, S. F. (2013). No rich child left behind. *The New York Times*. Retrieved from http:// opinionator.blogs.nytimes.com/2013/04/27/no-rich-child-left-behind.
15. Sadler, P. M., & Tai, R. H. (2007). Advanced Placement exam scores as a predictor of performance in introductory college biology, chemistry, and physics courses. *Science Educator*, *16*(2), 1-19.
16. Slate, J. R., & Rojas-LeBouef, A. (2011). *Calculating basic statistical procedures in SPSS: Aself-help and practical guide to preparing theses, dissertations, and manuscripts.* Ypsilanti, MI: NCPEA Press.
17. Sparks, S. D. (2015). International Baccalaureate saw rapid growth in high-poverty schools. Retrieved from *Education Week*: blogs.edweek.org/ edweek/ inside-school research/2015/07/international back alaureate_poor_students.html.

© 2017 Global Journals Inc. (US)

18. Texas Education Agency. (2015). *Glossary: 2015-2016 Texas academic performance report*. Retrieved from:https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/glossary.pdf
19. Vargas, J. (2013).*The economic payoff for closing college-readiness and completion gaps: Why states should invest in accelerating low-income youth to and through postsecondary credentials*. Retrieved from Jobs for the Future: http://www.jff.org/publications
20. Welton, A., & Williams, M. (2014). Accountability strain, college readiness drain: Sociopolitical tensions involved in maintaining a college-going culture in a high "minority, high poverty, Texas high school. *The High School Journal, 97*(2), 181-204.doi:10.1353/hsj.2015.0001

© 2017 Global Journals Inc. (US)

This page is intentionally left blank

© 2017 Global Journals Inc. (US)

Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Human Trafficking: A Sociological Study on Tribal Women of Jharkhand

By Sribas Goswami
Serampore College

Abstract- Trafficking of women and girls is a gross violation of human rights of human rights, which needs to be addressed. Trafficking assaults human dignity, flagrantly violates fundamental human rights, erodes consciences, thus fomenting corruption. It is also called modern-day slavery, whereby the victim him / herself "accepts" his / her situation due to the lack of substantial choices and ways out of poverty. Key social determinants that facilitate selling of the women's and girls and their exploitation include poverty, female gender, lack of policy and enforcement, age, migration, displacement and ethnicity, culture, ignorance of trafficking methods, and caste status. Therefore the need of the hour is a serious reflection on the social, ethical, and religious implications of this inhuman issue. The State's responsibilities to these challenges and how to make use of its various resources for combating trafficking is a serious concern of this research. Therefore this paper also investigates the proximate explanatory factors behind modern-day slavery and issue of the region and will serve as a tool in bridging the gap and shaping the future of the women and children of this reign. Since the issue of human trafficking in Jharkhand is a wide phenomenon, the research is exclusively focusing on cause of trafficking of the adivasi (tribal) women and girls of Sahibganj district, Jharkhand. This research is concentrated on two blocks of Sahibganj district of Jharkhand.

Keywords: *human trafficking, poverty, patriarchy, migration, tribe.*

GJHSS-C Classification: *FOR Code: 370199*



Strictly as per the compliance and regulations of:



© 2017. Sribas Goswami. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creative commons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Human Trafficking: A Sociological Study on Tribal Women of Jharkhand

Sribas Goswami

Abstract- Trafficking of women and girls is a gross violation of human rights of human rights, which needs to be addressed. Trafficking assaults human dignity, flagrantly violates fundamental human rights, erodes consciences, thus fomenting corruption. It is also called modern-day slavery, whereby the victim him / herself "accepts" his / her situation due to the lack of substantial choices and ways out of poverty. Key social determinants that facilitate selling of the women's and girls and their exploitation include poverty, female gender, lack of policy and enforcement, age, migration, displacement and ethnicity, culture, ignorance of trafficking methods, and caste status. Therefore the need of the hour is a serious reflection on the social, ethical, and religious implications of this inhuman issue. The State's responsibilities to these challenges and how to make use of its various resources for combating trafficking is a serious concern of this research. Therefore this paper also investigates the proximate explanatory factors behind modern-day slavery and issue of the region and will serve as a tool in bridging the gap and shaping the future of the women and children of this reign. Since the issue of human trafficking in Jharkhand is a wide phenomenon, the research is exclusively focusing on cause of trafficking of the adivasi (tribal) women and girls of Sahibganj district, Jharkhand. This research is concentrated on two blocks of Sahibganj district of Jharkhand.

Keywords: human trafficking, poverty, patriarchy, migration, tribe.

I. Introduction

Trafficking of women and minor girls continues to be widespread in Jharkhand and has today emerged as a major source area for inter-State trafficking in India. Most of the trafficking from Jharkhand is from tribal communities for domestic labour to metropolitan cities where there is a demand for such work. In cities like Delhi, a number of illegal placement agencies have cropped up. These agencies take advantage of legal loopholes to traffic mostly innocent women and girls in the name of providing employment, but instead are put into either cheap lalour or extreme conditions of Bonded Labour and forced labour, where 12-14 hours of work every day is a routine practice for these women and girls. Apart from that there is physical and sexual abuse. Several cases of Sexual slavery have also been reported from the victims rescued in Delhi. Some of the victims are trafficked to Haryana and Punjab for the purpose of Forced marriage. Recent news reports also point to the emergence of trafficking of women from Jharkhand for surrogacy, deliver babies who are then sold off (Chistopher, 2008).

Victims of trafficking are identified as being at extremely risk. Therefore in this paper the various effects and consequences faced by the victims of trafficking are discussed. The paper deals with the consequences of trafficking like physical and sexual exploitation, health, social stigma, social exclusion and other form of most oppressive exploitation, etc (Mehta,1982).

II. Method of Research

This paper is an outcome of empirical research which is explanatory in nature. The research involves both qualitative and quantitative methods. It tries to analyze the problems and at the same time find out the factors leading to the trafficking of women and the girls. Empirical study is based on questionnaires with the government officers, victims of trafficking, and village heads, local community. Various books from different libraries, articles, journals, newspaper cutting have been used as secondary sources for data collection.

Sahibganj district is one of the twenty-four districts of Jharkhand state. Set within the lush green region, the district of Sahibganj with a predominantly tribal population, is one of the six districts comprising Santhal Pargana division. It is considered as one of the backward district of India. Sahibganj have a history of being among the least –developed in the whole country. The vast tract of land enclosed between the hills ranges had been assigned these names; Damin-I-Koh is a Persian word and means 'skirt of the hills". The district may be divided into three natural divisions. One is the hilly portion, consists of the uplands, undulations long ridges and depressions which is inhabited by the tribal. Second portion, this area has plenty of fertile lands and is richly cultivates and majority inhabited by non-tribals (Banerji,1986). The third region is a narrow strip of low, fertile, alluvial plain lying between the Ganges and the hills running along the loop line of the Eastern Railway inhabited by majority non-tribal constituencies, Census 2011 figures indicated that the percentage share of scheduled caste population to total population was 6.29 per cent while that of Scheduled tribes was 26.80 per cent. The total number of villages in the district is 1,819.Of these, 1,307 are inhabited and 512 uninhabited. Males constitute 51.33% of the population

Author: P.hD Assistant Professor, Department of Sociology, Serampore College, Hooghly, West Bengal, India.
e-mail: sribasgoswami@gmail.com

© 2017 Global Journals Inc. (US)

and females 48.66%. Among the tribes the Santhals are in the majority.

III. Effects of Trafficking on Women and Girls

a) Physical Effects

Women and girls are trafficked into gender-specific situations of exploitation such as exploitative forced labour in domestic servitude, and unorganized sector (Mies,1986). They face eve-teasing, harassment in the work place, more over they are paid low wages for the same amount of work as agricultural labour, plantation worker, mine worker and construction worker. Being non-locals, they could neither raise their voice nor could establish a strong base to protest against the exploitation meted out to them by their employer. Whether a sex worker or sex slave, or domestic servant, the conditions in which these women live are generally equally horrendous (Dayal, 2001). Many individuals lack adequate sleeping conditions, facilities for bathing, washing clothes, and personal hygiene, and if available, is poorly maintained. Additionally, they are routinely denied or unable to acquire proper nutrition and health care.

b) Sexual Assault and Forced Surrogacy

The effect of trafficking of woman and girls is reflected in sexual molestation, sexual harassment, rape, forced prostitution, torture, domestic abuse, etc. Sexual assault is nonconsensual sexual contact that is obtained through coercion or the use or threat of force. Sexual assault is a deliberate act of gender-based violence and an expression of power, control and domination over another (Iyer,1986). Upon arrival, these women and girls are used, abused, threatened and sold in the sex industry and are forced to act as a surrogate mother and deliver children by human traffickers. Often, traffickers keep victims under their control by saying that they'll be free after they pay their debt. The "debt" is supposedly incurred from the victims 'recruitment, transportation, upkeep or even their crude "sale". If the victim objects, they are raped, sexually assaulted and abused. It can be observed that tribal women experienced both physical and sexual abuse at work place (Dewan, 2006).

They experience emotionally and physically scarring situations, inhuman treatment, and they are treated like a money minting machine. Very often, all that traffickers want was that they deliver babies as surrogate mother. Well organized groups have been trafficking girls and young women from Jharkhand. According to civil society groups, about 10,000 children are trafficked from Jharkhand from every year to either work as domestic help or sex workers, they are trafficked for conceiving children, local residents claimed. Some girls were even forced to conceive babies for sale in Jharkhand. The sexual exploitation of migrant tribal women working at construction site by masons, contractors, the place and others is a routine affair (Mitra, 2013).

c) Forced Marriage

Girls and women are not only trafficked for prostitution but also bought and sold like a commodity in many regions of India like Haryana, Punjab where the female ratio is less as compared to male due to female infanticide. Domestic servitude can also be linked to forced marriage. Forced marriage is a marriage without the consent of one or both parties, and a violation of human rights (Jayaswal, 2001). In case of minors, it's also a case of child enslavement. Forced marriage is a mix of several forms of slavery, including forced labour, sexual enslavement and domestic servitude. The root cause is the poverty, unemployment, and underemployment and Sahibganj is one of the tribal community are trafficked and sold in Haryana, Punjab etc. for forced marriage (Ernni,2012).

IV. The Effects of Trafficking on Labour

a) Domestic Servitude

The demand for domestic workers has been ever growing with globalization and urbanization, and to match this demand with a continuous supply of domestic workers the middlemen or the placement agencies have come to the fore, which is often intrusive, exploitative and profit-oriented. And tribal women and girls are the most easily available labour force, and the autonomous migration of tribal women domestic workers happens through chain migration. The luckier ones end up as domestic helps (Jayeraj, 2008). The others are sold in marriage or to a brothel where they suffer never-ending abuse in all forms. A large section of domestic workforce, particularly in Delhi, comes from the tribal belt of Jharkhand. There is also a high demand for tribal girls as they are considered to be simple, cheap and industrious and most importantly without a support structure. Hundreds of single tribal women and girls are being trafficked from these poverty-stricken areas. The trafficked victims are kept in congested rooms, fed barely enough for survival till they are placed somewhere (Ferdandes, 1987).These victims of trafficking have to go through series of exploitation starting from the source-traffickers, placement agents to employers.

b) Forced Labour

Forced labour can include forced sexual services. Forced labour is the type of enslavement used across the world to produce any products in our global supply chains, while trafficking for forced labour is recently gaining more recognition on its severity; trafficking for sexual exploitation is still the most common form of human trafficking. The primarily

© 2017 Global Journals Inc. (US)

impacts women and children (Fuchs,1992). Victims trafficked for forced labour are often made to work in hidden locations, such as agricultural fields in rural areas, mining camps, factories and private houses in the case of domestic servitude. As a consequence, the trafficking victims of forced labour are less likely to be identified than the trafficking victims of exploitation. Along with women and girls, both adult men and boys are also the victims of trafficking for forced labour but the trafficking cases of men, women and girls are extremely underreported (Kannongo,2011).

c) Bonded Labor

Bonded labour is designed to exploit workers across a variety of industries in order to produce products. The cyclical process begins with a debt, whether acquired or inherited, that cannot be paid immediately. Then, while the worker labors to repay the debt, the employer continues to add on additional expenses (Gupta, 2001).

Tribal Migrant laborers, particularly women and girls, are vulnerable to this form of enslavement. Vulnerability often applies to these tribal populations that are severely deprived socio-economically. Besides being forced to work as domestic laborers or being exploited by the small-scale sector, people are trafficked for agricultural, construction or industrial work. Instead of honoring a genuine term of employment, some recruiters or employers unlawfully exploit the initial debt by adding immigration, housing and other fees that are designed to keep the trafficked victim from ever being capable of repayment (Bhagat, 2011).

V. Experiences of the Victims

a) Health Implications of Trafficking

In 2011,1,095 STI / RTI episodes were treated in the Sahibganj district. Victims of sex trafficking are likely exposed to adverse conditions that can negatively affect their physical, mental and emotional health (Kumari, 2001). Physical abuse can result in serious injuries and lasting health problems; trafficking victims may also contract life-threatening diseases, such as HIV/AIDS or tuberculosis. In addition, as a result of trauma, lack of independent income generation prevents the women and girls with HIV/AIDS positive from getting tested, from disclosing their HIV/AIDS status, from accessing services for the prevention and treatment, even though they know they have been infected. Trafficking victims often suffer from serious physical abuse, exhaustion and starvation (Chrristina, 2008). Typical injuries can include broken bones, concussion, bruising or burns, as well as other injuries consistent with assault. Some of these serious injuries can cause lasting health problems and may require long-term treatment. Because women who have been trafficked have been subjected to multiple abuses over an extensive period of time, they may suffer health consequences similar to those of victims of prolonged torture (Resley, 1987).

b) Discrimination

Belonging to an indigenous community means they are poor, less educated sections of society, hence the women suffer from all sorts of discrimination, exploitation, marginalization and human rights violations across India. Unemployment is the major reason followed by poverty (Maharaj, 1982). They regret and expressed their difficulties. Physical abuse and feeli8ng of bondage was reported by the women in the three major cities i.e. Delhi, Mumbai, Kolkata. Innocent women were made to working unusually long hours at their working place. Of all categories of exploitation, the exploitation that is predominant is economic exploitation in the form of lower wages than agreed or being paid only 25%.There is physical abuse, torture, beating, rape, mental harassment to them by their supervisors, employers in terms of quality of work, working conditions (George,2014).

c) Social Boycott

While trafficking most directly affects individual victims, it also has consequences for the entire community. Trafficking contributes to the breakdown of societies by removing individuals from their own social networks and family structures. This prevents the transmission of social and cultural values that are usually passed from generation to generation (Banerji, 1986). Trafficked women engaging in sex work tend to have fewer resources, limited options, and increased vulnerability to violence and abuse than women who are not trafficked. Social stigma and non-acceptability are said to the greatest obstacles to reintegration. Besides being stigmatized as outcasts and facing moral and legal isolation, trafficked people are vulnerable to HIV/AIDS infection. It was observed that the migrant girls who returned to their villages found it difficult to get married within the tribal communities, since they were suspected of having become HIV positive, resulting in social boycott of the girl and in certain cases, the entire family is subjected to isolation and social exclusion (Khanna, 1998).

VI. Conclusions

Trafficking victims of labour and sexual exploitation face threats of violence from many sources, including traffickers, domestic service employers, customers, pimps, brothel owners, and corrupt local law enforcement officials. Victims experience double physical violence form both in the hands of trafficker as well as in the hands of law enforcement during raids. In addition to coping with their past traumatic experiences, former trafficking victims often experience social alienation in the villages. Stigmatization, social exclusion and intolerance often make it difficult for the victims to

© 2017 Global Journals Inc. (US)

integrate into their own community. The victims also experience psychological effects that induce threats, fear, and depression, disturbance, extreme stress and emotional violence. Finally, under these pressures, the victims fall into the hopeless metal state of learned helplessness.

References Références Referencias

1. A, Resley. We Experience Christ More in Our Struggle than in Biblical Phrases. in *To Set At Liberty Those Who Are Oppressed?* Singapore: Christian Conference Asia, 1987.
2. Banerji, S. Rural Scene. In *Agrarian Struggles in India,* edited by A.R. Desai, Delhi: Oxford University Press, 1986.
3. Bhagat, L.N. Backwardness and Development of Jharkhand: Some Basic Issues. In *Backwardness of Jharkhand: Causes and Remedial Measures* edited by L.N. Bhagat and U.K. Verma, Chakradharpur: Jawahar Lal Nehru College, 2001.
4. Chrristina, D. Struggle Against Land Alienation-A Study of Mahasweta Devi's Short Story 'Little Ones.' In *Human Rights and Higher Education,* edited by Lily Balasingh, Briget Mary,and Jesudasan Jeyaraj. Madurai: Lady Doak College Publication, 2008.
5. Christopher, K. Christian Perspective of Children's Right. In *Human Rights and Higher Education,* edited by Lily Balasingh, Briget Mary, and Jesudasan Jeyaraj. Madurai: Lady Doak College Publication, 2008.
6. Dayal, H. Jharkhand: An Abode of the Poor and Deprived. In *Backwardness of Jharkhand: Causes and Remedial Measures* edited by L.N. Bhagat and U.K. Verma, 1st ed. Chakradharpur: Jawahar Lal Nehru College, 2001.
7. Dewan, R. The Socio-Economic Status of Tribal Women in Jharkhand. In *Inside Jharkhand,* edited by Sunil Kumar Singh, 6Th ed., Ranchi: Crown Publications, 2006.
8. Erni, and Shimreichon L. Violence, Customary Law and Indigenous Women's Rights In Asia. In *End Violence against Women,* Thailand: Asia Indigenous Peoples Pact, 2012.
9. Fernandes, W, and Geeta M. Tribal Women and Forest: Background and Methodology. In *Tribal Women and Forest Economy: Deforestation, Exploitation and Status Change,* edited by Walter Fernanades, Delhi: Indian Social Institute, 1987.
10. Fuchs, S. Messianic Movement among the Tribals of North-Eastern Central India., In *Godmen on the Warpath: A Study of Messianic Movement in India,* New Delhi: Munshiram Manoharlal Publishers Pvt Ltd,1992.
11. George, A. S. *Status of Adivasis/Indigenous Peoples Mining: Jharkhand: An Adivasi Home Land.* First.Series-2.Delhi: Aakar Books, 2014.
12. Gupta, S. Backwardness of Jharkhand: A Study in Historical Perspective." In *Backwardness of Jharkhand: Causes and Remedial Measures* edited by L.N. Bhagat and U.K. Verma, 1st ed. Chakradharpur: Jawahar Lal Nehru College, 2001.
13. Iyer, K.Gopal and R.N. Maharaj. *Agrarian Movement in Tribal Bihar (Dhanbad)1972-80,*edited by A.R. Desai, Delhi: Oxford University Press,1986.
14. Jayaswal, M, and R.N. Bhagat. A Study of Attitude about Health Promotion among the Rural Tribal Women of Jharkhand. In *Backwardness of Jharkhand: Causes and Remedial Measures* edited by L.N. Bhagat and U.K.Verma,1st ed. Chakradharpur: Jawahar Lal Nehru College,2001.
15. Jeyaraj,J B. Biblical Theology Of Creation: A Basis for Human Rights. In *Human Rights and Higher Education,* edited by Lily Balasingh,Briget Mary,and Jesudason Jeyaraj.Madurai:Lady Doak College Publication,2008.
16. Kannongo, S. *Tribal and Human Rights.* Delhi: Swastik Publications, 2011.
17. Khanna, SK, ed.*Women and the Human Rights.*1st Ed. New Delhi: Common Wealth Publisher,1998.
18. Kumari, K. Some Lessons from the History of Jharkhand Movement. In *Backwardness of Jharkhand: Causes and Remedial Measures* edited by L.N. Bhagat and U.K. Verma, Chakradharpur: Jawahar Lal Nehru College, 2001.
19. Maharaj, R.N. and K.G. Iyer. Agrarian Movement in Dhandbad. In *Fourth World Dynamics: Jharkhand,* Delhi: Authors Guild Publications, 1982.
20. Mies,M. *Patriarchy and Accumulation on a World Scale.* London: Zed Books Ltd,1986.
21. Mehta,B K. Historical and Cultural Basis of Jharkhandi Nationality. In *Fourth World Dynamics: Jharkhand,* edited by Nirmal Sengupta, Delhi: Authors Guild Publications,1982.
22. Mitra M, and Mishra S K. *Child Migration, Child Trafficking and Child Labour* in India, New Delhi: ILO Publication, 2013.

© 2017 Global Journals Inc. (US)

Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Counterterrorism in Public Opinion: A Cross Sectional Research in Punjab, Pakistan

By Majid Ali Tahir, Yasir Aftab Khan & Ahmad Hassan
University of Gujrat

Abstract- Main objective of terrorism is to influence wide audience and creates state of fear among them. Demand for scaled down of terrorism is foremost phenomenon in Pakistan. Public pursued governments for not only sustainable terrorism policy but also react to affairs related to terrorism. Present study aimed to collect general information regarding terrorism and government responses to terrorism in the light of public perspicacity. A cross sectional survey was conducted, with a sample size of 372 inhabitants from Punjab, Pakistan. The study demonstrated public feelings and thinking regarding responses to terrorism by government of Pakistan and role of military offensive actions. Majority of the respondents shown confidence on military response to terrorism. Political leadership's policies regarding counterterrorism were not highly appreciated by the public. Political affiliation of the respondents affirmed the offensive action against all forms of terrorism. Political affiliation significantly favors ($p=.000 < \alpha=0.05$) the demand that Pakistan army should be given full authority to control terrorism. International assistance to counterterrorism was disproved by the people of Pakistan. Demand of negotiation with militant was much significant ($p=.001 < \alpha=0.05$) among those who belong to religious organizations.

Keywords: *counterterrorism, perspicacity, military action, political affiliation, religious affiliation.*

GJHSS-C Classification: *FOR Code: 160899*



Strictly as per the compliance and regulations of:

© 2017. Majid Ali Tahir, Yasir Aftab Khan & Ahmad Hassan. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creative commons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Counterterrorism in Public Opinion: A Cross Sectional Research in Punjab, Pakistan

Majid Ali Tahir [α], Yasir Aftab Khan [σ] & Ahmad Hassan [ρ]

Abstract- Main objective of terrorism is to influence wide audience and creates state of fear among them. Demand for scaled down of terrorism is foremost phenomenon in Pakistan. Public pursued governments for not only sustainable terrorism policy but also react to affairs related to terrorism. Present study aimed to collect general information regarding terrorism and government responses to terrorism in the light of public perspicacity. A cross sectional survey was conducted, with a sample size of 372 inhabitants from Punjab, Pakistan. The study demonstrated public feelings and thinking regarding responses to terrorism by government of Pakistan and role of military offensive actions. Majority of the respondents shown confidence on military response to terrorism. Political leadership's policies regarding counterterrorism were not highly appreciated by the public. Political affiliation of the respondents affirmed the offensive action against all forms of terrorism. Political affiliation significantly favors ($p=.000 < \alpha=0.05$) the demand that Pakistan army should be given full authority to control terrorism. International assistance to counterterrorism was disproved by the people of Pakistan. Demand of negotiation with militant was much significant ($p=.001 < \alpha=0.05$) among those who belong to religious organizations.

Keywords: counterterrorism, perspicacity, military action, political affiliation, religious affiliation.

I. Introduction

Contemporary forms of terrorism have direct and cataclysmic complications for mass society. Not only the sufferers of terrorism but the people tied socially also effected by concepts associated with terrorism. All the states are in continuous struggle to shield security of their nationals by taking effective measures to counterterrorism. Law enforcement agencies and legislation bodies work closely together to address the severity of issue in their respective areas. Complex structure of terrorism often requires multidimensional approach which may be effective in eliminate terrorism.

As Pakistan amalgamated with United States (US henceforth) in war on terror in 2001, the security condition of Pakistan seeks destabilization due to a series of terrorist storm. Pakistan is multi-ethnic, multi-sectarian and a mixture of sub cultural entity. Struggle between different sub cultures and ethnicities exist same as in all other states having cultural diversity (Waseem, 1996). Due to presence of afghan refugees from 1980s in Pakistan, many of Afghan nationals have close linkages with general population in Pakistan. Initially, terrorist used existing shelters of Afghan refugees within Pakistan for terrorism in Pakistan (Alimia, 2016).

Tehrik-e-Talban Pakistan was a merger of 13 extremist groups who were organized by BaitullahMehsud in 2007 (Ahsan, 2015). It started to recruitextremists and radicals for terrorism operations. Most of the militants in this umbrella were among the victims of US drone attacks, their relatives, warriors from indigenous groups, Afghan nationals, other nationality holders, and wanted criminal of Pakistan, hidden in Federally Administrated Tribal Areas (FATA henceforth). This alliance has carried out 1290 diverse type of terrorist attacks on different targets (START, 2017). In the meanwhile, they targeted civil population, educational institutions, policemen and religious opponent who sermonized against terrorist activities. Along with loss of 70'000 lives, social, economic, security and international position of Pakistan suffered because of terrorism and extremism.

Modern tact of terrorism has been introduced by al Qaida and Talban, and now spread through cultural diffusion in number of states. Some of the scholars consider that extremist behavior exists in different societies but it alters into terrorist actions due to significance and support form society (Liebman, 1983; Angus, 2015& Kennedy, 1993). Religious, political and ethnic motivation for conflicts is gradually surging different states. Protection of people from terrorism and preemptive measures from existence of terrorists are two main present objectives for sovereign states. Literature reveals that the societies with ethno-religious diversity could indulge in radicalization and extremism (PIPS, 2010). Radicalization can be a force for positive or negative social change. It is considered that the radical approaches can be alarming for a society and must be analyzed scientifically (Noor, 2009).

Terrorism and response to terrorism in Pakistan has life lasting impact of human minds and shaped public behavior in a certain way. Literature indicates that most of discussion regarding political and development policies are replaced by discussion of terrorism and counterterrorism policies in public domain (Abbas, 2008). Family, peers, social, economic, entertainment and residential patterns are distressed due to security concerns. Radical attitude of individuals mainly reflects in religious, ethnic and political matters. Public profiles built on stereotypical assumptions based on religion,

Author α σ: University of Gujrat, Pakistan.
e-mail: mmtahirmughal@hotmail.com
Author ρ: Government College University, Lahore, Pakistan.

© 2017 Global Journals Inc. (US)

race, ethnicity, gender, socio-economic status, etc. which are not only discriminatory but are also conflictive (Malik, 2002). All states firmly reject the identification of terrorism with any nationality, religion or ethnicity. But at the same time, literate reveals that there is enormous debate regarding involvement of religious, ethnic and political devices in terrorism (Jalalzai, 2011). The terrorists manipulate religious, ethnic and political feelings of people to get shelter in society (Rifat, 2015).

Nawaz (2016) claimed that counterterrorism policy of Pakistan remains reactive in nature most of times. Literature reveals that operation Zarb-e-Azb backed by operation Rad-ul-Fasad achieved their goal significantly in last three years (Chawla, 2017). Event-response based counter mechanism has decreased incidents, but multidimensional approach presumed for prevention from terrorism. It is also considered that population is still uncertain about sustainable peace and security (Chawla, 2017). Literature suggests that National Counterterrorism policy of Pakistan contains many other sustainable peacekeeping variables to be addressed, but its seems that government is could not addressed as it were required (Parvez, 2015).

Some states peruse for reconciliation with militant groups and other go far offensive action. Political leadership of Pakistan also tried to negotiate with religious, ethnic and some political motivated extremist for promotion of peace (Zaidi, 1991). Status of negotiation with militant groups mostly remained unsuccessful. Quests for peace were considered in launching a country wide armed operation against terrorist. Law enforcement agencies of Pakistan are trying to eliminate terrorism with tight rein. Pakistan army conducted a series of offensive operations which left very positive impacts in short run. The frequency of terrorist attack has been decreased. Despite all, still in Pakistan, there are some people who perceive terrorism as determining by policies formed by the government (Hussain, 2009).

Terrorism can never be sustained where there no internal facilitation for terrorism. Comprehensive counterterrorism policies seek support from the general public of any state. Some of the segments of population have sympathies with substantial marginal groups who use the way of militancy. Many of scholars perused that sympathies for terrorists and extremists are still existing in the Pakistan (Synnott, 2009; Ahmed, 2014&Saffee, 2015). In Pakistan, there is very little mechanism to mainstream the behavior of general public in way to bring conformity among different social groups regarding terrorism phenomenon.

Literature reveals that in Pakistan there was no comprehensive political, ethnic, religious and racial information which may depict the picture of social groupings and their attitude regarding terrorism (Boutellis, 2016). Thereof, it needs to explore the religious, ethnic, and political support for terrorist related aspects. The study intents to provide basic discernments of individuals and social categories about terrorism and counterterrorism in Pakistan. It is also to be inspected which type of counterterrorism policies are demanded by the people of Pakistan.

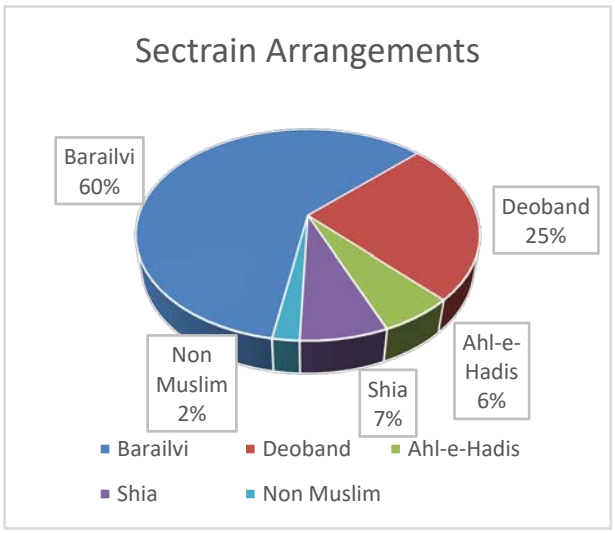
II. Materials & Methods

Existing literature suggests that it was basic need to gather information from different segments of society regarding issue. A survey for this research was conducted in Lahore and Rawalpindi of province Punjab, Pakistan. These two cities have been mistreated by large number of terrorist attacks so far. Self-administrated question was developed as data collection tool. Questionnaire included close-ended and open-ended questions. The male category in population was universe and target population for the study ranged from 15 years to 50 years inclusive. Time Location sampling technique was used to locate respondents in Bus stands and railway station of the two cities. These venues were rich in multiethnic, multi-religious and diverse population in all respects. Data was collected from 372 respondents who were recruited for the study. Respondents were recruited with predefined conditions, i.e. every third respondent sitting in locality or in a travel vehicle, belonged to province Punjab, knew Urdu, Punjabi or Saraiki etc. (local languages) and was a traveler. In case of non-feasibility or non-willingness for response within defined criteria, the research moved for the very next one to recruit. Descriptive and Inferential data analysis was performed in SPSS 17. The researchers used Central Tendency, Odds ratio and Chi Square tests for illustration of results.

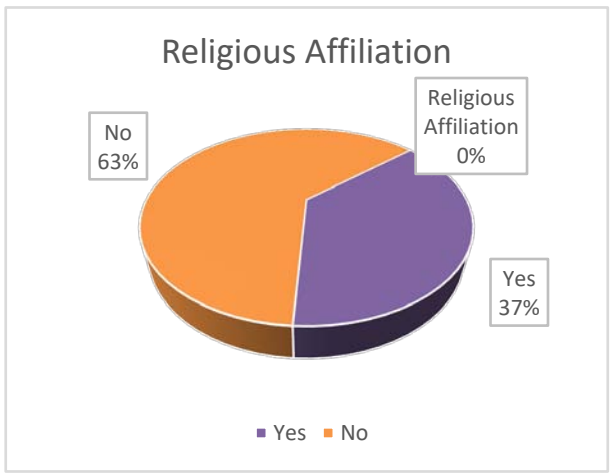
III. General Findings

Data was collected from 372 respondents. It was found that were 97.8 % of the people were Muslim and 2.2% indicated as non-Muslim. Among Muslim population sectarian arrangements, there were 60% Bralavi Sunni, 25 % belongs to Deobandi sect, Shia were 7 % and 6 % were Ahl-e-Hadis. All these sects are integrated with long established school of thought and have strong feeling of loyalty and devotedness. There are many Religious organizations in Pakistan who connect the people in a certain way of life.

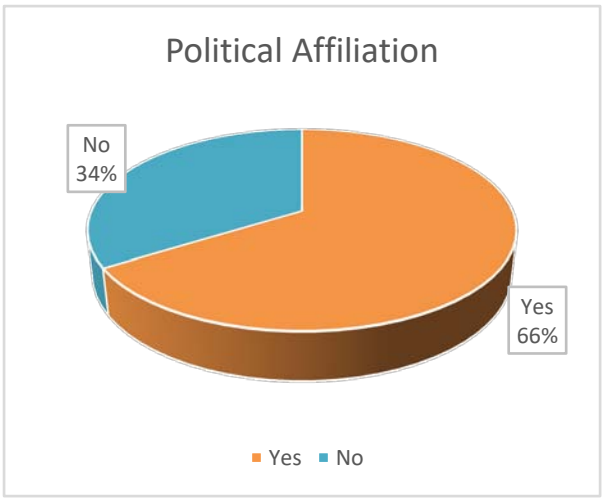
© 2017 Global Journals Inc. (US)



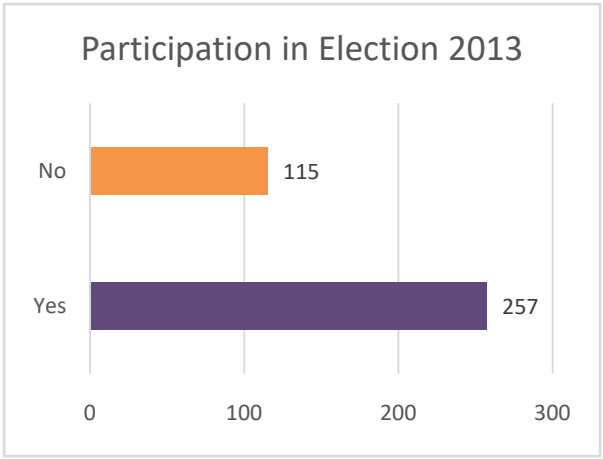
All respondents were asked about their affiliation with different religious organizations established in Pakistan. It was found that 37 % of the sampled respondents claimed that they have attachment with religious organizations and they follow collective thoughts of such organization. In defiance of the attachment, 63 % were not be follower of any organization which proliferate religious agenda in social life.



Along with religious attachment, political affiliation was also taken into account. It was found that majority of the respondents claimed to be a part of someone political organization. Form 372 respondents there were 66% of the people have association with political parties and 34% urged that they were not supporters of any of the political party.



Political affiliation with different political organization regulate political life of people. In Pakistan it is considered the people mostly respond according to vision of their leaders. The people who might have no affiliation with political process mostly consider political rebels who peruse their self-perceived way to attain power. Political participation confer power to general masses of a state. The respondents were asked about their participation in election 2013. It was found that 69% of the respondents voted in election 2013 whereas 31% did not casted their vote in election 2013. Regardless religious affiliation, participation in democratic process in Pakistan has social objectives.



Religious leaders and clerics broadcast imperative impacts on human minds. People differ in their meanings attached to different social phenomenon due to socialization and interpretation passed by religious leadership. Pakistan like regional states is diverse in sectarian thoughts. Shia and Sunni sects are mainly defined as opposed sectarian devices in Pakistani culture. It has already been noticed by different scholars that Shia and Sunni sects have deep rivalries in Pakistan and Afghanistan, and sometimes both sects favor some banned militant organizations (Jalalzai, 2011; Niazi, 2014& Khan, 2005). Differences between religious sects are foreseeable and sometime sectarian

© 2017 Global Journals Inc. (US)

leaders manipulates situation in incitement of followers for violence. Terrorism opportunistic to come close with one another sect for their operation to disturb larger set of society. Ultimately the followers of certain sect develop sympathies for such organized terrorist groups and oppose the counterterrorism efforts.

There are large number of political parties in Pakistan. Due to greater provincial influence political process sentiments of national cohesion is less rather than provincial centrism. It is also a fact that political affiliation of people in Pakistan vary in different times. But a certain time it may have a strong influence on follower's minds regarding national and international perception. Like religious thoughts people respond towards political leaders' vision in different social and political phenomena.

Table 1.1

Q#	Questions/Statements	Attributes	Frequency	%
01	Opinion about action of Pakistani forces in Tribal Areas	Fight Against Terrorism	342	91.9
		Killing Muslim People	30	8.1
02	Military Operations in different areas of Pakistan Army are mainly against	Foreign Agents	125	33.6
		Organized Contract Terrorists	121	32.5
		Pakistani Extremists	94	25.3
		Tribal People who want to live according to their own culture	32	8.6
03	US Drone attacks in FATA	Increase Terrorism	261	70.2
		Decrease Terrorism	111	29.8

Table 1.1 shows the frequencies and percentage of opinion regarding operation of Pakistan army in different areas. It was found that a clear majority 91.9% of the respondents approved that Pakistani forces are fighting against terrorist in Tribal areas of Pakistan. And only 8.1 % people were of the view that the action in tribal areas is against Muslim innocent people. Respondents were given choice about the specification of military operation and it was pointed out 33.6% of the respondents saw the military operations as against foreign agents, 32.6% thought that these were against organized contract terrorist, 25.3% said against Pakistani militants and only 8.6% of the respondents considered the military operations against tribal people who wanted to live their lives according to their own culture.

The respondents were asked about their feeling towards role of Pakistan military actions in different areas. Significant majority in multiethnic and multi sectarian population above 90%, supports the operation of Pakistan army in different areas as response to terrorism. There is very little fraction among the respondents who believe that innocent people are being attacked by Pakistan law enforcement agencies. As Hussain (2009) indicates that with somewhere, religiopolitical adjustment of Pakistan consider the terrorist as Muslim bothers and dealt with conciliation.

The respondents also asked about their opinion US drone attacks in FATA, Pakistan. It was found that a clear majority 70.2% of the respondents believe that drone attacks are responsible for increment of terrorist attacks in Pakistan. People seek drone attacks as a tool for killing of innocent tribal people in Pakistan.

Table 1.2

Q#	Questions/Statements	Attributes	Frequency	%
04	Do you think political leaderships is working for sustainable peace in Pakistan	Yes	214	57.5
		No	158	42.5
05	Government has planned a comprehensive counterterrorism policy	Yes	223	59.9
		No	149	40.1
03	Recent Decrease in Terrorism related incidents are due to effectiveness of	Armed Forces	260	69.9
		Political Leadership	112	30.1
03	International Assistance is required to control terrorism in Pakistan	Yes	73	19.6
		No	299	80.4

Table 1.2 describes the public perception about effectiveness of political leadership in establishing sustainable peace. it was found that 57.5% of the respondents think that political leadership has worked for sustainable peace in Pakistan but at the same time 42.5 % of respondents contradicted the statement. Response of 59.9 % affirms that government has made comprehensive counterterrorism policy but 40.1%did not perceive that is there comprehensive counterterrorism policy. Table 1.2 also contains information regarding

© 2017 Global Journals Inc. (US)

recent decline in terrorist attacks and 69.9% thought that it was only due to armed forces and 30.1% viewed this as the effectiveness of political leadership and its policies of counterterrorism. It seems that majority of the respondents have more trust in Pakistan armed forces as compared with political leadership in the matter of peace and terrorism.

In Pakistan there are many of forms and motivations of terrorism. Sometimes it is visualized that different states are financing and sponsoring terrorism in Pakistan. It has been evident that in some cases external elements are also involved and arrested by law enforcement agencies. Viewing this assumption, it was asked by the people of Pakistan about international assistance to counterterrorism. Most of the respondents did not wanted to have international assistance. They believed Pakistan army is enough to tackle this issue as the frequency of terrorist's attacks has been decreased significantly. Only 19.6% respondents feel that Pakistan needs international assistance to eliminate terrorism.

Hypothesis 1

H0: There is no association between public attitude regarding religious affiliation and thinking about Pakistan army should be given full authority to control terrorism related issues.

H1: There is association between public attitude regarding religious affiliation and thinking about Pakistan army should be given full authority to control terrorism related issues

Religious Affiliation * Pakistan Army should be given full authority to control terrorism related issues			Pakistan Army should be given full authority to control terrorism related issues		
			Yes	No	Total
Religious Affiliation	Yes	Count	74	64	138
		%	53.6%	46.4%	100.0%
	No	Count	198	36	234
		%	84.6%	15.4%	100.0%
Total		Count	272	100	372
		%	73.1%	26.9%	100.0%

Pearson Chi-Square Value	42.420[a]
P value	.001
Cramer's V	.338
Odds Ratio	.210
RR for Religious Affiliation: (Yes)	.634
RR for Religious Affiliation: (No)	3.014

IV. Results

From the given sample, test p value (.000) is a lesser amount of α (0.05), and study null hypothesis is rejected on the bases of given sample data. Results conclude that a noteworthy association exists between the two variables. The strength of relationship is significant between the two, as Cramer's V test value (.338), which is positive. It can be visualized how likely religious affiliation does not support Pakistan army in their full authority in terrorism related matters. Odds connections with religious organizations (.210) for support for Pakistan army are very less as compare with the odds of not affiliation with religious organizations (4.761) and consider Pakistan army as fully legitimate to counterterrorism related matters. Furthermore, if there is no affiliation with religious organization there will be greater level of approval (RR 3.014) for Pakistan army's authorization to control terrorism related issues. Whereas religious affiliation has lower (RR 0.634) support for Pakistan army's authorization in terrorism related issues. The negative causal relationship exists in hypothesis one, it describes that as religious attachment become higher results in less confidence over military leadership for elimination of terrorism in Pakistan.

Hypothesis 2

H0: There is no association between public attitude regarding political bonding and claiming for negotiation with militants for peace.

H1: There is association between public attitude regarding political bonding and claiming for negotiation.

Political Affiliation * Negotiation with different militant leaders is best policy to promote peace			Negotiation with different militant leaders is best policy to promote peace		
			Yes	No	Total
Political Affiliation	Yes	Count	16	230	246
		%	6.5%	93.5%	100.0%
	No	Count	70	56	126
		%	55.6%	44.4%	100.0%
Total		Count	86	286	372
		%	23.1%	76.9%	100.0%

Pearson Chi-Square Value	1.128E2[a]
P value	.000
Cramer's V	.551
Odds Ratio	.056
RR for Political Affiliation: (Yes)	.117
RR for Political Affiliation: (No)	2.104

V. Results

Because the p value of chi squire (.000) less than α (0.05), so study null hypothesis is rejected and conclude that there is significant association between political affiliation and demand for negotiation with militants. Association is negative because as political association is increases the demand for negotiation with militant decreases. Cramer's V test value (.338) value show strength of relationship between the two. How likely political bounding not affirms the negotiation with militant to promote peace in Pakistan.

© 2017 Global Journals Inc. (US)

Odds ratio of political affiliation and consideration of negotiation with militants for peace (.056) is very less as compared with the odds of not political affiliation (17.857) and demand for negotiation with militant to promote peace. Hence it can be said that the people who have political affiliation are less likely to support (RR .117) negotiation process with militants for peace. On the other side, the people who are not affiliated with political organization have greater demand(RR 2.104) for negotiation with militants for peace purpose. The study hypothesis reveals negative causal relationship and claims that as political attachment increases the demand for negotiation with militant to achieve peace significantly decreases.

VI. Conclusion

The present study arranged public opinion regarding counterterrorism measures in Pakistan. Religion, political consideration and ethnicity have important impact on social brought up of population. Due to this diversity, there is very diverse opinion of the people of Punjab and their fishing the phenomenon. Religio-political consideration of the respondents mainly accessed in the relation to discernment of counter-terrorism. Majority of people like democracy and political participation in Punjab, Pakistan. Political and religious affiliation shaped the lives of people to behave in a certain way. Wilkinson (2006) claimed that religious affiliation has lasting impact on the minds of people as compared with political affiliation which is transitory and may change with small point of time. In Pakistan trend of being follower from religious to political organizations is changing. Most of the respondent have political connection rather than religious bonding.

Pakistan opted various of counterterrorism schemes since last decade mainly based on offensive measures. Pakistan started military operations to evacuate terrorists from Pakistan and many of features achieved success in this regard. Although, there were some segments of society criticized offensive action against terrorist (Hussain, 2009; Synnott, 2009& Nawaz, 2016) but opinion of public (91.9%) significantly favor military operations in different areas of Pakistan. High proportion of Pakistani consider that Pakistan is under attack by foreign terrorists. People are of the view that Pakistan army is capable to eradicate terrorism without international assistance. Moreover, it is general perception that external invention in the name of counterterrorism, like drone attacks are promoting cause of terrorism in Pakistan. So, the need of bilateral or multilateral counterterrorism agreements with other states are not pleased by the people of Pakistan.

As affiliations of the people in different affairs depict their behavior, that is why, people respond differently in discernment of terrorism and counterterrorism affairs. Facilitation of terrorism exist in every society where terrorism is continuous or episodic. In all those societies counterterrorism policies face resistance in different forms. In Pakistan, most often resistance from religious clerics can be seen in different cases of counterterrorism action. They perceive that militants are annoyed Muslim groups so they might be dealt with negotiation. Present study hypothesis (1) also support this supposition that increasing religious association contains less support for offensive action against terrorist by Pakistan army.

People from Pakistan are not much please with the policies of political leadership of Pakistan. National action plan for counterterrorism is not being exercised in its original sprit. Around half of people consider that government of Pakistan is not taking terrorism as main national interest. The policies and statements made by political personnel are not much pleased by the people of Pakistan. On the other side the present reduce in terrorist activities are mainly regarded as the struggle of armed forces. Government policies and their execution processes are pleased by less a half of people consider that it is not compatible for sustainable peace. People perceive legitimation of power, attached to democracy mostly support all actions taken by the state. Relationship between political attachment in people and their demand for negotiation with militants to peruse peace was accessed. Study hypothesis (2) concludes that political bonded people reject the idea of negotiation with any kind of militants. As Richardson (2006) claims that in democracies some segments tend to go for negotiation and reconciliation means to prevent terrorism but at the same time other owing for coercive and offensive program. It is perceived by a considerable amount of people that response to terrorism in Pakistan lack social adjustments for discouraging extremist behavior in Pakistan. It is scholarly perceived that counterterrorism strategies contain different approaches which may also include the public feelings and thinking to address the phenomenon efficaciously.

Participatory democratic behavior support for aggressive action to discourage terrorism and militancy. Terrorism is a political problem which needs assistance of armed forces to be solved. But in case of Pakistan it seems that solution of terrorism is beyond the politicians. Due to long standing military operation it has been witnessed that frequency of terrorist attacks scaled down. At present, this is principal objective for the political leadership and government administrators to practice a unitary policy which may address all interlinked dimensions of terrorism to ensure sustainable peace in Pakistan.

References Références Referencias

1. Ahsan, S. J. (2015). Tehrik-e-Taliban Pakistan – Analyzing the Network of Terror. Berlin: International Relations; Insights & Analysis.
2. Abbas, H. (2008). A Profile of Tehrik-i-Taliban Pakistan. CTC Sentinel (West Point, NY: Combating Terrorism Center)

© 2017 Global Journals Inc. (US)

4. Alimia, S. (2016). Understanding Afghan Refugee Repatriation in Pakistan. Islamabad: Muftah Publictions.
5. Angus, C. (2015). Radicalization and Violent Extremism: Causes and Responses. NSW Parliamentary Research Service. Policy Brief: US
6. Boutellis(2016). *Waging Peace: UN Peace Operations Confronting Terrorism and Violent Extremism*. New York: International Peace Institute, October 2016.
7. Chawla, S. (2017). Operation Radd-Ul-Fasaad: Pakistan's Military Response to Terrorism. Mumbai, India: Center for Air Power Studies.
8. Crawford, N. (2011). War Related Death and Injury in Pakistan, 2004-2011, Boston University Press.
9. Hussain, S.E. (2009). Terrorism in Pakistan: Changing Incident Patterns. University of Pennsylvania. American Society of Criminology, Philadelphia.
10. Jalalzai, K. (2011).*Sectarianism and Politico-Religious Terrorism in Pakistan*, Lahore, Tarteeb Publishers, 993, p.164
11. Kennedy, C. (1993). Managing Ethnic Conflict: The Case of Pakistan. *Regional Politics and Policy*, Vol. 3, 138-149.
12. Khan, A.U. (2005). The Terrorist Threat and the Policy Response in Pakistan. IPRI, Policy Paper No. 11. Stockholm International Peace Research Institute.
13. Leibman, C. (1983). Extremism as a Religious Norm. *Journal for Scientific Study for Religion*, Vlo. 22 (3), 75-86
14. Malik, H. I. (2002). *Religious Minorities in Pakistan*. Minority Rights Group International 379 Brixton Road, London.
15. Nawaz, S. (2016). Countering Militancy and Terrorism in Pakistan The Civil-Military Nexus. New York: United States Intitute of Peace.
16. Niazi, T. (2014). Background of Religious Extremism and Terrorism fiasco in Pakistan. Terrorism on Thursday, November 06, 2014. Pakistan Herald.
17. Noor, S. (2009). Radicalization among Educated Pakistani Youth. *Conflict and Peace Studie*s, Pak Institute for Peace Studies, Vol. 2, No. 1.
18. Parvez, T. (2015). National Counter Terrorism and Extremism Strategy. Islamabad: Institute of Policy Reforms, IPR Report.
19. PIPS, 2010. Radicalization: Perceptions of Educated Youth in Pakistan, A survey report by Pak Institute For Peace Studies (PIPS).
20. Richardson, L. (2006). *What Terrorists Want: Understanding the Terrorist Threat*. London: John Murray Publishers. , p. 19.
21. Rifat, F. (2015). Dynamics of Religious Extremism in Pakistan. *Journal of Punjab University Historical Society*, Vol.28, No.2.
22. Saffee, A. (2015). Pakistan's Counter-Terrorism Policy. Islamabad: Institute of Strategic Studies.
23. START. (2017). Global Terrorism Database. Pakistan: Country Profile. Retrieved from: http://www.start.umd.edu/data-and-tools/start-datasets
24. Synnott, H. (2009). *Transforming Pakistan: Ways out of Instability*. London: Routledge and the International Institute of Strategic Studies [IISS], 2009).
25. Waseem, M. (1996). Ethnic Conflict in Pakistan: The Case of MQM. *The Pakistan Development Review,* 617-629.
26. Zaidi, A. (May 1991). Sindhi vs Mohajir in Pakistan: Contradiction, Conflict, Compromise. Economic and Political Weekly, 1286-1297.

© 2017 Global Journals Inc. (US)

This page is intentionally left blank

© 2017 Global Journals Inc. (US)

Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Utilization of Indigenous Plant-Based Veterinary Medicines among Saasiggaa Oromo of South West Ethiopia: A Case Study

By Galane Biranu, Milkessa Edae & Tekele Gemechu
Jimma University

Abstract- This ethnographic research attempted to describe indigenous healing practices of veterinary medicinal plants with particular references to Saasiggaa Oromo of Eastern Wallaga Zone. Data were collected using key informant interviews, field observations and focus group discussions. Besides a whole of 23 informants (13 males and 10 females) between the ages of 23 and 76 were carefully chosen to gather data on indigenous veterinary medicine utilization. The key informants were purposively chosen according to reference from elders and culture and tourism officers. The rest participants were selected randomly. Data obtained from both key informants and FGDs discussants show that majority of local people in the study area favor the indigenous healing practices rather than the formal one. According to data generated from key informant's interview, the supreme commonly utilized indigenous veterinary medicines are prepared from medicinal plant species (25%). In addition, crushing, squeezing and burning are the largely utilized way of preparation in healing practices. Oral, dermal, nasal is the well-known and practice administration among the Saasigga Oromo. And they use obaasuu drinking, dibuu painting, it kudhaamuu tying on and dhiquu washing as an application of indigenous veterinary medicine.

Keywords: *Indigenous veterinary medicine-healing- Saasiggaa-biomedicine-livestock Challenges.*

GJHSS-C Classification: *FOR Code: 370199*



Strictly as per the compliance and regulations of:

© 2017. Galane Biranu, Milkessa Edae & Tekele Gemechu. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creative commons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Utilization of Indigenous Plant-Based Veterinary Medicines among Saasiggaa Oromo of South West Ethiopia: A Case Study

Galane Biranu [α], Milkessa Edae [σ] & Tekele Gemechu [ρ]

Abstract- This ethnographic research attempted to describe indigenous healing practices of veterinary medicinal plants with particular references to Saasiggaa Oromo of Eastern Wallaga Zone. Data were collected using key informant interviews, field observations and focus group discussions. Besides a whole of 23 informants (13 males and 10 females) between the ages of 23 and 76 were carefully chosen to gather data on indigenous veterinary medicine utilization. The key informants were purposively chosen according to reference from elders and culture and tourism officers. The rest participants were selected randomly. Data obtained from both key informants and FGDs discussants show that majority of local people in the study area favor the indigenous healing practices rather than the formal one. According to data generated from key informant's interview, the supreme commonly utilized indigenous veterinary medicines are prepared from medicinal plant species (25%). In addition, crushing, squeezing and burning are the largely utilized way of preparation in healing practices. Oral, dermal, nasal is the well-known and practice administration among the Saasigga Oromo. And they use obaasuu drinking, dibuu painting, it kudhaamuu tying on and dhiquu washing as an application of indigenous veterinary medicine. In biomedicine healing, the patient is always vulnerable to high monetary prices such as drug charges, transport cost, fees for getting treatment and food rent costs of livestock owner. However indigenous veterinary medicine has been facing challenges from modern religion and expansion of biomedicine, the welfare indigenous healing delivers for the people preferred their stability.

Keywords: indigenous veterinary medicine-healing-saasiggaa-biomedicine-livestock challenges.

I. Introduction

Ever since the human life started on this earth, disease and death co-existed with him and with his animals. Therefore, efforts have been made to get relief out of it using herbs in various forms as a medicine from the very beginning of the human civilization. Traditional veterinary medicines are the least expensive be locally prepared and traditionally rooted in the life style of the people.

Indigenous veterinary medicine is the first chosen in developing countries where biomedicine for livestock healthiness is difficult to get (McGaw et al. 2007). As (Iqbal et al,2003) state out more than 80% of the community in our world today dependence on indigenous remedies to for curing and treating both human being and livestock ailments.

From the historical corner, the cultivation and use of spices, herbs, medicinal and other essential oil-bearing plants are not new to Ethiopia. It is as old as the crop themselves, and its history can be traced back to the reign of Queen Sheba ca.992 BC (Endashaw 2007). Ethiopia is the origin and/or center of diversity for many of these plant species The various literature available show the significant role of medicinal plant in primary health care delivery in Ethiopia where 70% of human and 90% of livestock population depend on traditional medicine similar to many developing countries particularly that of Sub-Saharan African countries.

In addition, FAO state that due to the shortage of modern medicine to treat diseases and infection countries of the world. The indigenous healing practice through medicinal plant species is still in use in many cultures and by veterinarians as well as medical experts. The transmission of indigenous knowledge system of veterinary medicine and healing practice is determined by personality and socio-cultural dynamics. But currently, due to the colonial power of the biomedical drugs of the western culture and other challenges, there is a great delay of indigenous veterinary medicines all over the culture of humankind.

Many scholars have conducted researches on Indigenous medicine in general and indigenous veterinary in particular from various perspectives and field of studies. In this view, Raat, (1948) studied Homeopathic Treatment of Domestic Animals; Joshi,(1984)Traditional (Indigenous) systems of veterinary medicine for small farmers in Nepal; research on the role of indigenous drugs in veterinary medicine in India by Bhandari & Mukerji,(1958); Gidey, (2009) Assessment of indigenous knowledge of medicinal plants in central zone of Tigray; Abdulhamid,et al (2004) Promoting production of medicinal plants for human and animal health in and around Bale Mountains National Park and Use and management of ethno veterinary medicinal plants by indigenous people in Boosat, Welenchi area, Ethiop by Debela et al,(2004).

Author α: Mennisa Carii Secondary School, Jimma Zone.
e-mail: siifanb2016@gmail.com
Author σ ρ: Lecturer at Jimma university, College of Social Sciences and Humanities, Department of Oromo Folklore and literature.
e-mails: milkesaedae@gmail.com, tgemechu@gmail.com

© 2017 Global Journals Inc. (US)

In Ethiopia, the use of indigenous medicinal plants in veterinary medicine is also at risk. Although in igneous medicine plays an important role in Ethiopian society, knowledge about the extent and characteristics of traditional medical practices is limited. Thus, this folkloric study motivated on the indigenous veterinary medicinal plants utilized by *Saasiggaa* Oromo western Wallaga zone. Therefore, this study aimed to meet the following objectives related to indigenous veterinary medicine:

To explore the concept indigenous veterinary medicinal plants in study area;

1. To assess the Livestock diseases and values of Indigenous veterinary medicinal plants;
2. To describe the roles of belief system in plant-based medicines utilized in indigenous veterinary practices; and
3. To put out the mode of preparation and management of indigenous veterinary medicinal plants among the *Saasiggaa* Oromo.

II. Research Methodology

a) The Research Design

The researchers have been employed qualitative research model for the sake of meet the general objectives and answer basic research questions. The logic behind to select qualitative approach is to explore outlooks, conduct, daily activities and know-hows via research methods such as key informant interviews; focus group discussion and none participant observation.

In addition, as per folkloric study is concerned in dealing and investigating the lore of certain folk, the present study search for documenting the indigenous veterinary medicine and healing practices of the *Saasiggaa Oromo based on ethnographic evidence.*

b) Sampling Techniques

Bryman, (2004) states that qualitative research does not simply use samples as representatives of the population under study; rather it works with a small sample of a folk group, cases, or phenomenon nested in particular context. Thus, the researchers utilized judgmental sample procedure and we have identified them throughout an investigation. Therefore, we have identified key informants in circumstance whose wisdom may offer imperative sensitivities on the subject of our research questions.

c) Methods of Data Collection

The researchers have conducted 17 interviews with my informants, together with the judgmental chosen key informants who have knowledge on the issue under investigation. We have selected five key informants from local healers, knowledgeable elders, and cattle owners who have treated livestock with indigenous medicine based on our objectives. Data obtained from such key informants was considered as primary data sources and also we have interviewed 8 informants' officers those who gave us data regarding the general background study area. Since observation is vital in the study is Folklore to obtain original data from normal settings. According to (Bernard, 2006) observation is used in ethnographic fieldwork to get relevant and valid information and the foregoing conditions as it is in actual natural setting. Hence, the researchers conducted field work and lived in the society for one month and observe how they protect and healing livestock diseases by utilizing an indigenous medicine. Even if our observation is none participant we have been observed the way to prepare and treat their cattle.

The other *mechanism* is *Focus Group Discussions (FGDs):* accordingly, three FGDs were conducted with local elders and folk practitioners. Among these one FGDs were consisted seven (7) folk therapists those who treat human being; the second FGD consisted five (5) indigenous veterinary practitioners, as well as last group, consisted seven (7) local elders (male 5 and female 2). Finally, the researchers facilitated discussions and took field notes.

d) Data quality assurance

In line with the rationale of data quality assurance during an interview, each informant was contacted more than two times and the same questions were raised for different informants. By doing these we have been identifying and rejected the corrupted information's which far from the reality and the relevant and original data were gathered and documented via cross-checking validity. Further, the data quality was ensured through training of data collectors, pretesting of instruments, checking of missing data, data cleaning and double entry, and careful data analysis.

III. Description of Study are: an Overview

Saasiggaa is one of the *aanaa* in the Oromia Region state of Ethiopia and a part of the East Wallaga Zone. *Saasiggaa* is bordered on the south by Diga Leka, on the west by the Benishangul-Gumuz Region, on the northwest by Limmu, on the north by an exclave of the Benishangul-Gumuz Region and on the east by Guto Wayu. The administrative center of this *aanaa* is *Gaalloo Jaanjaa*. Other towns in *Saasiggaa* include *Gabaa Jimaataa*, *Sambat-duree*, *Guutee Wayyuu* and *Tigee*.

Part of this *Aanaa* is characterized by its undulating hills. Rivers include the *Qarsaa*, *Gumbii*, *Lagni Dagarree*, *Diddigaa*, *Qobboo* and the *Beggee* Rivers. A survey of the land in this *Aanaa* shows that 11.9% is arable or cultivable, 2.8% is pasture, 1.6% is forest and the remainder (83.7%) is swampy, marshy or otherwise unusable. Forested land is organized into the *Danbii*, *Laga Ayya*, *Baloo*, *Bareda* and *Gumbi* natural forests and the *Xigge* State Forest. Local landmarks

© 2017 Global Journals Inc. (US)

include the Kolobo Cave and the Bereda and Cumbi Falls. Coffee is an important crop in this *Aanaa* with over 5,000 hectares of plantation.

Industry in the *Aanaa* includes 3-grain mills. There are 7 Potato Associations with 5,272 members and 5 Farmers Service Cooperatives with 4,727 members. *Saasiggaa* has 54 kilometers of dry weather roads and no all-weather road for an average road density of 57.6 kilometers per 1,000 square kilometers. In *saasiggaa* there *gandaas* such *Odaa Guddinaa*,*Milkii Guddinaa* and *Bareedduu Belloo*[1]. The 2007 national census reported the total population for this *Aanaa* to be 80,814, of whom 41,326 were men and 39,488 were women. 2,573 or 3.18% of its population are urban dwellers. The majority of the people (62.7%) observe Protestantism, while 21.55% are Muslim and 14.21% are Ethiopian Orthodox Christians.

Based on figures published by the Central Statistical Agency in 2005, 4,330 people or 6.91% of its population are urban dwellers, which is about the same as the Zone average of 13.9%. With an estimated area of 938.13 square kilometers, *Saasiggaa* has an estimated population density of 66.8 people per square kilometer, less than the Zone average of 81.4.

The 1994 national census reported the total population for this *Aanaa* to be 44,892, of whom 22,246 were men and 22,646 women; 2,423 or 5.4% of its population were urban dwellers at the time. The two largest ethnic groups reported in *Saasiggaa* were the Oromo (96.15%), and the Amhara (3.34%) and all other ethnic groups made up 0.51% of the population. *Afaan* Oromo was spoken as a first language by 96.78% of the population and 2.94% spoke Amharic while the remaining 0.28% spoke all other primary languages reported. The majority of the inhabitants were Protestants, with 60.14% of the population reporting they observed this belief, while 36.15% of the population said they were Ethiopian Orthodox Christians, and 2.56% were Muslims[2].

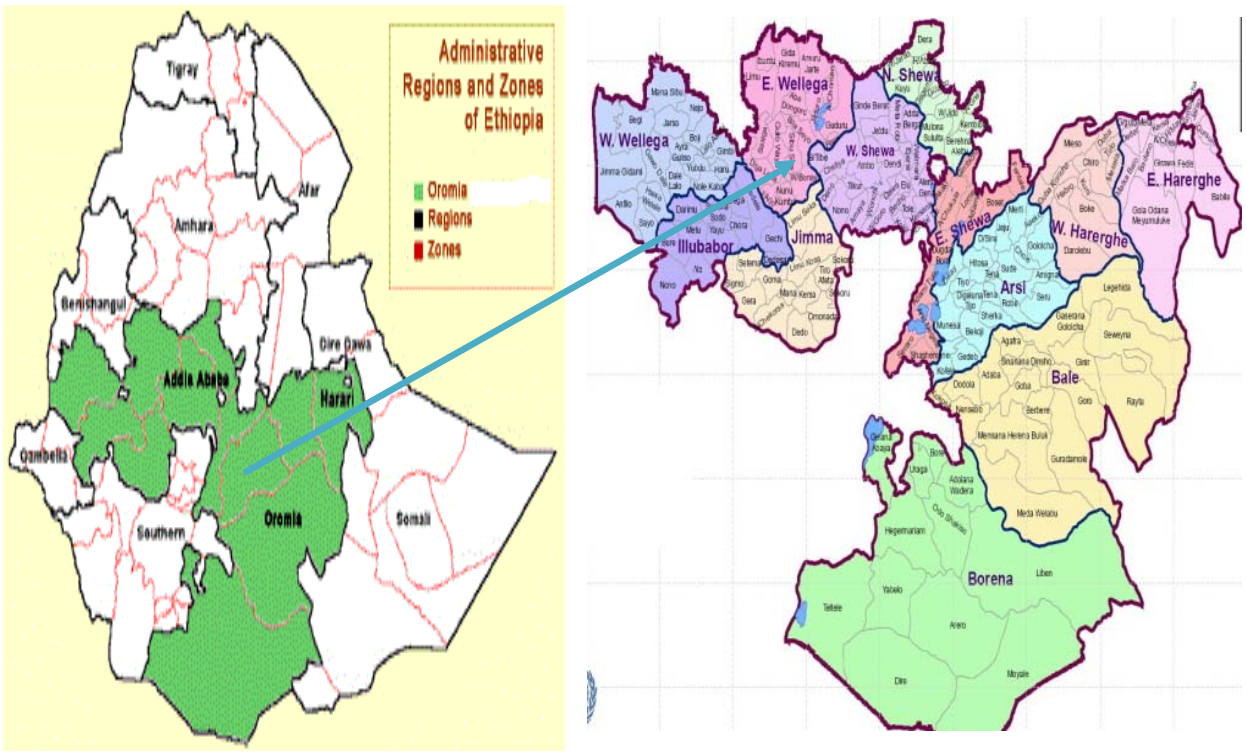


Fig. 1: Map of study area

[1] Data from written document: government communication affairs office of the *Aanaa*.

[2] East Wallagga zone, office of the Communication affairs

© 2017 Global Journals Inc. (US)

IV. Results and Discussions

a) *Utilization of Indigenous Plant-Based Veterinary Medicines among Saasiggaa Oromo of Southwest Ethiopia*

According to our research finding, a total of 25 indigenous veterinary medicines from plant type were documented which utilized to treat and control about 21 types of domestic animals ailments[3]. Indigenous plant species were distributed in four *Gandaas of Aanaa Saasigga*. Our data ravel that majorities of the indigenous veterinary medicines are prepared from indigenous plant species which mainly found in the study area (Table 1).

Table 1: Plants species utilized to treat livestock diseases in *study area*

Local Name	Parts	Therapeutic indications	Indigenous formulation
Dheertuu,Ija barbaree	Leaf	*Bushooftuu*	Powdered with salt and given to cattle
Cinaddaamaa,Jimaa	Leaf	Garaa kaasaa	Mixed with water swollen cattle
Bakkaniisa	Leaf	Dhukkuba Gurra ear ache	Grinding and tie on
Qomonyoo,Adaamii	Leaf	Tushkaa	Boiling with water and given to cattle in the form of broth
Xaaxessaa	Leaf	Michii	Grinding and mixing with liquid to held on
Qoree	Root	Eye disease	Chewing and drop it in cattle eye
Dhummuugaa,Fidoo	Leaf	Hen's disease	Cooking and given to hen
Algee	Coat	Maasa	Tying on the cattle tail
Loogii	Coat	Sinchii	Chomping gave to the cattle
Buqqee	Seed	Dog disease	Mixed with milk and given to dog early morning
Harangamaa	Leaf	Handhara	Mixed with ash and given to the cattle
Loomii fi Sanaafica	Coat	Hen's disease	Mixed and given to hen
Hoomii	Coat	Wound	Grinding and tying on the wound
Algee fi Muka bofaa	Coat	Abbaa sangaa	Collecting algee and Muka bofaa and mixing salt and given to cattle affected by this disease
Jinjiibila	Root	Eye ache	Chomping and mixing with water and drop once for three days
Qabarichoo, haanquu	Root	Dhukkuba hongee	Mixed Qabarichoo and haanquu and given to cattle via oral
Shinfii,Daabbusii	Seed	Bokoka	Mixed with water and given to cattle

According to table 1 the bulk of indigenous veterinary medicines were out of the medicinal plant species (25%). The finding of this study shows that (8%) indigenous veterinary medicines were utilized with integrated with different types of medicinal plants (13%) were used in single or without any integrate[4].

[3] Interview with Bekumaa Biranu, April. 05, 2014, *Saasiggaa*.

[4] Hailu Genet, April 2014,Ganda Galloo

© 2017 Global Journals Inc. (US)

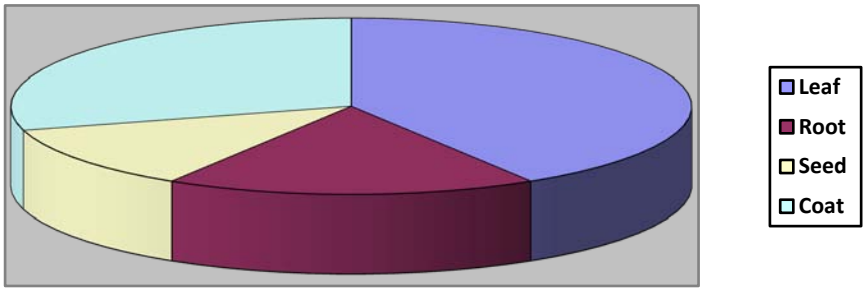


Diagram. 2: Parts of Indigenous Veterinary medicinal plants

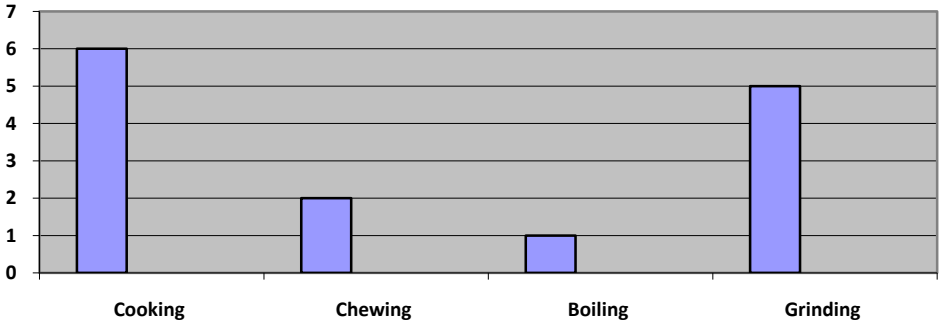


Fig: 3: The preparation mode and indigenous formulation of the Indigenous Veterinary medicinal plants

In study area, indigenous veterinary medicines were prepared from plant's leaves that accounted for (7%), followed by coat (5%), roots (3%), and seeds (2%) of the totality medicinal plant's parts account. Furthermore, indigenous veterinary medicines have been prepared in a range of techniques in healing different variety of sickness[5]. Accordingly, the different indigenous formulation was utilized, the leading one was grinding (5%) followed by boiling (1%), cooking and chewing (2%). Other indigenous techniques (*crushing, squeezing and burning)* also employed when measured suitable.

b) Indigenous veterinary medication and customary practices in the study area

In the process of indigenous healing practices in general and veterinary medicine particular, there is a connected belief system which manifested to increase the curing power of the medication. Above all, for the practitioners, it has a core value in healing and protecting ailments. In another way this can be worshiping often detained early morning privately and being in mass where the new emerged disease was affecting their livestock's. According to our data obtained from FGDs indigenous veterinary medicinal plants always determined by and tangled with the social, cultural and religious view of the folk. They claim and interconnect God, spirit, extraordinary and family spirits as well as the natural environment in the healing process. Thus, privately the cattle owner will pray early morning as follows:

Yaa uumaa nagaan nabulchite galanni siyaa gahu
Oh, Waaqaa! Thank you!
Ammas nagaan naoolchi
Protect me in peace, as you did in the night
Daafii sababii nalagi
Keep me away from the bad
Maatii waatiif naha laadhu
Give peace to my family and livestock's
Dhibee looni hin tolle narraa qabi
Keep my livestock's from chronic diseases
Yaa gooftaakoo yaa Rabbii
Oh, my lord master Waaqaa
Sikadhee nadhagahi
I do implore you to listen to my request.

In addition, in *saasiggaa* Oromo, there are different rituals on which women pray for the sustainability of the health and peace. For instance, *Ateetee* ritual is appeal to and admire on *hormataa* birth-rituals[6].

[5] Interview with Gulummaa Tuulaa, January 2014, Gaalloo Janja

[6] Interview with Dhaabaa Waqtolaa,Gaallo,2014

The *Ateetee* stage is prosperous with a feast and oral poetry including prayer poem which has metaphoric implications regarding healthy, fertile, prosperous, and happy.

Prayer	Mass Respondents
Yaa ateetee haadha dubartootaa	
Ohoo ateetee, the mother of women	
Wallaala keenya nuuf dhiisi	*Nuuf dhiisi*
Forgive our lack wisdom	*Forgive us*
Alaa mana sa'aa nama nuutiksi	*Nutiksi*
Keep all our families and livestock	*Protect us*
Kan gaddisni kee dhukkuba qabu fayyaan nu yaadadhu	*Nu yadadhu*
Your shadow does not have illness remember us in healthy	*Remember us*
Dhukkuba barri deemun nu oolchi	*Nu oolchi*

Moreover, the researchers documented those folk healers and their places in community. Many of them were old enough and have developed long life experience in indigenous healing wisdom. The wisdom of indigenous healing practice also kept as secret and considered as special gift from their *waaqaa* to sustain health and wellbeing[7],[8]. The data obtained from local practitioners also indicates that as have close interaction with natural environment and to which are found in native locations. Even if many of them are none educated of modern education they are wise, knowledgeable, matured enough and competent in the setting of their indigenous wisdom.

c) *Livestock diseases cured through Indigenous veterinary medicinal plants in the study area*

According to data that collected through focus group discussion livestock diseases were found in the study area which to be healed by selection of indigenous medicinal plants species. In this sense, the indigenous habitats of the *Saasigga* district have the remedies for both in external and external or skin related ailments according to their indigenous knowledge system. The common livestock diseases in the area are foot-and-mouth disease, skin disease, parasite infection, rabies and the like.





Fig 4: Indigenous veterinary medicinal plant and its mode of Preparation

These ailments will highly affect the livestock healthy wise and trim down the productivity. The inclination ranking of medicinal plants that found in the study area was determined by their efficiency to heal illness. Washing with *waleensuu* leave is the most useful cure aligned with the external or skin related problem. According to folk healers, both external and internal

[7] Interview with Xahituu Atomsa, Gaalloo, 2014
[8] Interview with Abebuu Idoosaa, Gaalloo, 2014

© 2017 Global Journals Inc. (US)

problems have been controlled and treated in the scope of the community's folklore. Besides, the wisdom of identification and knowing of livestock illness in the area study area was based on their indigenous knowledge. Thus the local practitioners or the owners of the livestock have developed long time experience in identifying indicators and corresponding livestock illnesses.

d) Culture and the concept of livestock ailments

Although the healthy disordered may result from cultural variation and the way of giving responses to the external antibody as well as breaking down of the *seera umaa*. Therefore, the Oromo of the study area has been diagnosis, express and treat the ailments which affect their cattle in the radar of their culture. Since they have developed long time experience of identifying all internal and external health problems in their cultural scope the risk of misdiagnosis and mistreatment were very low. As data obtained via key informant interview, the sources of ailments were also culture and the solution has also emerged from that cultural bounder. The cultural values will add the curative power of medicine if the cause of that ailment was from inside. Accordingly, the Oromo elders say that" *Waaqni jalqaba gaaf Oromoof loon yookin finna laatu rakkoolee gama fayyaatin is a muudataniifis furmaata late*". This implies that *waaqaa* give solution or medicine beside their livestock diseases early. Live stocks can get ailment unswervingly from disordered of creator's law, or circuitously, in the course of the environmental ache. In this view, the concept of livestock ailment will be elaborated and get a right remedy in its cultural environment. Out that cultural bounder, they may countenance a challenge to diagnosis and cure animal illness.

V. Conclusion and Recommendations

According to Our finding, about 25% medicinal plants were being used in the indigenous veterinary medicine in the study area to treat 21 diseases of domestic animals. This shows that there is indigenous knowledge concerning veterinary medication and healing practice of the local communities. In addition, most of the indigenous veterinary medicine in the study area is prepared from leaf (7%), which followed by coat (5%), roots (3%), and seeds (2%) of the totality medicinal plant's parts account. Besides, the folk healers of indigenous veterinary medicinal plants have been employing the diverse ways of formulation, which lead by cooking (6%), grinding (5%), chewing (2%) and boiling (1%). This ethnographic study put the routine to that future studies in relation to indigenous healing practices in general and veterinary medicinal plants in particular, which has been ignored in a modern healthcare knowledge system. Furthermore, the result of the study indicates that the customary knowledge local community regarding the use of plant-based medicines in veterinary healing practices is amerced with the folklore of the barer. It is the echo in which they have the sense of hearing their identity and wisdom. This indigenous knowledge corresponds to an option to biomedical or modern veterinary healing practices in the study area. The indigenous veterinary medicinal healing practice is important because it embedded in socio-economic, ecology, belief system and culture of the local community. Based on the result of the study the researchers suggest that to encourage and maximize the latent of the folk-healers all concerned bodies should listen the owner of this indigenous knowledge.

Based on the research results, the following recommendations are forwarded:

- Involving the local public in the preservation and administration of indigenous medicine and their indigenous knowledge system should be practiced.
- Classifying the sources of indigenous veterinary medicine and encouraging the folk healers is crucial.
- Awareness should be given to folk healers and local folks on the utilization of indigenous veterinary medicine.
- Encouraging and protecting indigenous knowledge of practitioners should be supported by legal of patent right.
- There should be a need for training and community-based development education to safe, transfer and empower folk healers in the study area.

Competing interests

The authors declare that there are no competing interests among authors.

Authors' contributions

The principal investigator carried out the field research, analyzed the data and wrote the manuscript in sources language, designed the study, conducted fieldwork and the second co-investigator have translate manuscript from Afaan Oromo in English language and revised the manuscript and besides, the reviewed the manuscript and advice the first author as main adviser. Then all authors read and approved the final manuscript.

Acknowledgement

The success of this ethnographic study was merely achievable for the reason that of the willingness of local communities, including farmers, folk practitioners and *Jaarsa biyyaa* elders in *the study area* to share information and indigenous knowledge on the ethno veterinary practices in general.

References Références Referencias

1. Abdulhamid Bedri Kello and Sebsib Belay 2004. Promoting production of medicinal plants for human and animal health in and around Bale Mountains

© 2017 Global Journals Inc. (US)

National Park. Institute for Developments Research, Addis Ababa University.
2. Bernard Russell H. 2006. *Research Methods in Anthropology*: *Qualitative and Quantitative Approaches.* Oxford: AltaMira Press.
3. BHANDARI P.R. & MUKERJI B. (1958). Role of indigenous drugs in veterinary medicine
4. Bryman, A. (2004) Social Research Methods (2nd edition). Oxford: Oxford University Press.
5. Debela Hunde, Zemede Asfaw and Ensermu Kelbessa 2004. Use and management of ethnoveterinary medicinal plants by indigenous people in Boosat, Welenchi area, Ethiop. J. Biol. Sci. 3 (2): 113-132.
6. Endalew, A. 2007. *Use and Management of Medicinal Plants by indigenous People of Ejaji Area (Chelya Wereda) West Shewa, Ethiopia: An ethno botanical Approach.* M.Sc. Thesis. Addis Ababa, Ethiopia.
7. FAO (Food and Agricultural Organization of the United Nations). 1991. Domestication and commercialization of non-timber forest products in agroforestry systems. Proceedings of an international conference held in Nairobi, Kenya.
8. FAO. 2002. Genetics and animal health-Splotlight, 1st ed., Rome: FAO, 32 p.
9. Gidey Yirga. 2009. Assessment of indigenous knowledge of medicinal plants in central zone of Tigray, Northern Ethiopia. *African Journal of Plant Sciences* 4(1): 6-11 in India. *Indian Vet.,* **1,** 55.
10. IQBAL Z, AKHTAR MS, SINDHU Z-U-D, KHAN MN AND JABBAR A. 2003. Herbal Dewormers in Livestock - A Traditional Therapy. Intern J Agri Biol 5: 199-206.
11. Joshi, D.D. Traditional (Indigenous) systems of veterinary medicine for small farmers in Nepal, FAO Regional Office for Asia and the Pacific, Bangkok, 1984.
12. MCGAW LJ, VAN DER MERWE D AND ELOFF JN. 2007. In vitro anthelmintic, antibacterial and cytotoxic effects of extracts from plants used in South African ethno veterinary medicine. The Vet J 173: 366-372.
13. Raat Van, H.W. (1948) Homeopathic Treatment of Domestic Animals. The British Homeopathic Associal, 43 Russel Square, London. W. C.1

© 2017 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2017

www.GlobalJournals.org

FELLOWS

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

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



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

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

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

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

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





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

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

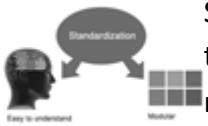


© Copyright by Global Journals Inc.(US) | Guidelines Handbook

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

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





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

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



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



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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook



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

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



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

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



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

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

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



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

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



© Copyright by Global Journals Inc.(US) | Guidelines Handbook



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.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

AUXILIARY MEMBERSHIPS

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

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



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

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

The Institute will be entitled to following benefits:

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

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

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





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

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



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

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

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



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



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

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



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

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

Other:

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

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Process of submission of Research Paper

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

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

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

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

(II) Choose corresponding Journal.

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

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

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

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

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

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

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

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

Scope

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

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

2. ETHICAL GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

Please mention proper reference and appropriate acknowledgements wherever expected.

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

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

3. SUBMISSION OF MANUSCRIPTS

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

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



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

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

4. MANUSCRIPT'S CATEGORY

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

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

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

Research articles: These are handled with small investigation and applications

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

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

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

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

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

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

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

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

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

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

(h) Brief Acknowledgements.

(i) References in the proper form.

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

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

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

Format

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

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

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

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

Structure

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

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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

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

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

Preparation of Electronic Figures for Publication

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

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

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

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

6. AFTER ACCEPTANCE

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

6.1 Proof Corrections

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

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

(Free of charge) from the following website:

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

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

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

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

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

6.3 Author Services

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

6.4 Author Material Archive Policy

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

6.5 Offprint and Extra Copies

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



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

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

Approach:

- Single section, and succinct
- 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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Content

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

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

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

Figures and tables

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

Discussion:

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

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

Approach:

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

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

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

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

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

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Criterion for Grading a Research Paper (Compilation) by Global Journals Inc. (US)

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

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form 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

INDEX

A

Antagonized · 4
Antenatal · 52

C

Cashmere · 69, 72
Caucasian, · 6, 8
Clergyman · 3
Comatose · 68

E

Ephemeral · 67

G

Garrisons · 65

H

Hooliganism · 33, 36
Hysterical, · 5

P

Paranoid · 5
Patriarchal · 4
Philanthropist · 48

S

Shintoist · 62
Sporadic · 68

T

Traumatic · 20



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals