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Socio-Demographic Profile

Highlights

Rhythms of Overland Trade

Students in Vocational Technology

Discovering Thoughts, Inventing Future

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Global Identity

By Xiaodi Zhou

Introduction- I turned my head left, then swung right, only to be caught up in the whirlwind of neon lights that swirled the hazy night sky in Bangkok. As a high schooler, I had come here with my classmates from the US, two of whom were born in Thailand. I remember how everyone there greeted each other with a bow of the head behind clasped hands, saying sawadee krab (or ka depending on the gender of the speaker). During that month, we went to the pristine beach, to fantastic shows, to caverns of delicious food stalls inundated with the aromatic scent of Thai curry and lemongrass. We drove through oily green fields intersected with gullies and clandestine villages under sun-pierced canopies of palm leaves.

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Global Identity

Xiaodi Zhou

I. Introduction

I turned my head left, then swung right, only to be caught up in the whirlwind of neon lights that swirled the hazy night sky in Bangkok. As a high schooler, I had come here with my classmates from the US, two of whom were born in Thailand. I remember how everyone there greeted each other with a bow of the head behind clasped hands, saying sawadee krab (or ka depending on the gender of the speaker). During that month, we went to the pristine beach, to fantastic shows, to caverns of delicious food stalls inundated with the aromatic scent of Thai curry and lemongrass. We drove through oily green fields intersected with gullies and clandestine villages under sun-pierced canopies of palm leaves.

I saw the extravagant ancient stone palace of Wat Phra Kaew, affluent modern abodes of concrete tenements in condominium-laced neighborhoods overgrown with banyan trees, but also the one-room make-shift shanties – wooden slabs with rusted tin roofs – on the river's edge where people squatted to wash laundry and fetch water. I rode elephants and went banana boating in Pattaya. I remember I leapt into the waters of the lucid blue ocean, where sea lice promptly ravaged my body; so when I fled the tepid waves, I had tiny red marks strewn across my entire body that itched for days.

As a naturalized US citizen from China, I have had the privilege to travel abroad with relative ease. I have been to many parts of Europe, South Africa, Mexico, Canada, China, Mongolia and other Asian nations, as well as all throughout the US. In each of these different locales, my cultural positioning shifted, even if subtly. My Western frames of reference which developed from years of living on the East Coast of the US, nowfar more palpable than my heritage Chinese self, encountered each of these new cultural and linguistic contexts. From living in north Florida and Georgia during my high school and adult years, I had learned to partially assume a Southern US perspective (e.g., my love of sweet tea and college football). In every one of these intersections of identities (Crenshaw, 1989; Hermans & Hermans - Konopka, 2010), my perspective and general attitudes towards the world also changed.

Global Context

Today, I often hear we are living in a globalized world, one connected evermore so with the ease of travel and advancements in communication technology. There is the clichéd expression that the world is getting smaller, but it is also getting more complex, its tiny idiosyncrasies magnified and our static stereotypical categorizations troubled. We are privy to and can empathize with the experiences of so many diverse people and cultures, of so many different eras past, and can more readily conjure an even more complex interconnected future synthesized from the foundations of today. We bring to these imaginations the backgrounds of our own specific cultures, which color our visions into a recognizable hue. In fact, every culture we come into contact with or study, or even conceive of, is done so through the lens of our own.

But, our own cultures are often hidden to us, made invisible by their omnipresence, by their subtle but pervasive infiltration of our subconscious. I say cultures because each of us are different intersections of cultural identities (Crenshaw, 1989; Hermans & Hermans-Konopka, 2010), each one of our thoughts the birthed result of so many other entangled ones wrought by a maelstrom of dialogic simultaneity (Bakht in, 1986). So, even with the globalized reach of our world, each one of us is unique given the distinct hybridity of cultures that results from this countless algorithm of developmental, gendered, linguistic, racial, and cultural intersections (Nuñéz, 2014).

Decades ago, I was born and discovered the world in China, and learned to express myself as a young boy in Mandarin with the rural Nanjing (六合) accent of my nanny. It was a time immersed in family and the sonorous echoes of childhood – the clanging bells of the ice cream lady, the loud rhyming chants of the popped rice vendor pushing his portable oven, the addictive night-time fables of my father and the lapping laughter of time spent with friends in the neighborhood. I would run around the dizzying concrete corridors of my grey apartment complex tucked in the maple-lined former Nationalist government sector (now the Jiangsu provincial administration district), scraping my knee, getting into trouble.

But, ever since the age of seven, I have been living in the United States, arriving aboard a huge 747 journeying interminably for an entire day to the other side of the globe. When I finally arrived after vomiting the entire ride, I was met by an over-joyous mother and a greasy box of chow mien from Chinatown, still the best meal I have ever eaten my entire life. New York City at night was a dizzying conflagration of lights. My dreams and reality bled into each other in my jet-lagged daze. Throughout my time here in this country, I have often

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referenced my former culture, and indeed, my former self, as I negotiated US life. I had felt shame at one point in my origins, trying to flee impossibly from my heritage self, but have since learned to embrace both of my cultures. I am a living hybrid, an organic dialogue of two complex and global cultures.

As I straddle these two cultures, two languages, two histories and world views, as well as regional variations of each, both in the US and in China, I have learned to empathize with the perspectives of every locale. I can assume divergent national/regional positional ties, or "alterities" (Hermans & Hermans-Konopka, 2010, p.31), in the different arenas in my life. For example, I can feel more Chinese when I am with my Chinese family and friends, either in the US or in China. At other times, I feel more American with my US friends and family when I am either in China or the US.Conversely, my Chinese self may be more obvious with my non-Chinese friends, and my US self more apparent with my non-American friends, made more salient by the contrast with those I am around. In other words, the geographical space does not dictate my cultural positioning; rather, it is the context, whether it be the people I am with or my specific location (e.g., Starbucks in China), that defines my positionality as more Chinese or American. in this sense, the culture within a culture is often a hybrid of both (Bhabha, 1994), as we translanguage and transculturate in our interactions (Arroyo, 2016; Fu, Hadjioannou, & Zhou, 2019), indicative of the intersectionality and mutually affective nature of cultural dialogue.

II. Fragmentation of Selves

Indeed, the two broad cultures which I have been juggling since my arrival in the States are not monolithic: the US and the Chinese. Within these identities are a plethora of other stratifications that dialogue with each other, perhaps incurring a different dynamic at their intersections (Areheart, 2006). Intersectionality is a type of dialogue where different veins of identity negotiate with others within an individual, producing complex and compounded *I*-positions. In reality, contrary to simple fusion or blending, my Chinese American identity has been one of "alternating" allegiances (Huynh, Nguyen, & Benet-Martínez, 2011, p.829), as I wade back and forth between my Chinese and US selves, identities that negotiate with the other veins of myself, as well as with the other ethnic cultures I encounter. I also alternate between feeling more blended and assimilated within my US cultural context, and feeling more disparate. Thus, I also have varying degrees of cultural memberships and identifications, made more complex due to the intersections with my other identities (e.g., ideological, social, digital, and professional).

At work, we may engage with others in particular ways, think of the world in certain ways in line with the culture of the workplace, and conceive of ourselves in such a way that best conforms to the workplace's definitions of the optimal employee. At home, we may be a parent, a spouse, a sibling, a child, or a friend. With each of these identities, a distinct frame may exist. In some arenas, several can coexist simultaneously. Say for example, you work with your sibling and/or spouse, or you engage with colleagues socially; there may be intersections between and across different dimensions of self. With the digital age, these *I*-positions expound exponentially with the pluralization of online and digital identities. Yet a oneness still remains.

In our consciousness, with the multitude of voices of our digital interconnected world, a reaction occurs at their intersections. Where singularity meets multitude, a transaction and refraction of identity is possible. When we rest at night, when our heads hit the pillow and our minds drifts back across the day, we internalize and make sense of the day' smultiple events via a single consciousness, an awareness, or self-awareness, that we have continuously been constructing and pruning our entire lives. Sometimes, our beliefs may shift and newfound self-perception breathes into our minds. In our world today, individuals are apt to seamlessly drift back and forth between our multiple identities, constructing our worlds and our senses of self from the fragmented dimensions of our existence.

For example, my wife recently returned to work as a second grade teacher. For the past two years and three months, she has been a great mother to our beautiful toddler daughter. As new parents, it has been a learning process for all of us ever since her first evening when my daughter's cries reverberated the entire night, not knowing what sort of reality into which she had just unwittingly entered. But, whenever she cried, my wife would get out of bed, and walk over to her crib. I would go some times, but my wife did the majority of the caring. For the last two plus years, she has been a fantastic mother: caring, devoted, strategic (bringing diapers and snacks wherever we go, making sure there are bassinettes in motel rooms, etc.). Even though there are times when I can tell she is overextended from caring for our daughter, she has embraced full-heartedly her role as a mother. Her subjectivity, frame of reference, her *I*-position, was mainly that of a mother. Sure, she was also a wife, a daughter, and a friend, but she admitted to me that her motherhood mostly defined her sense of self during this time.

Last year, she returned to her previous *I*-position of an elementary school teacher. Although there are overlaps between these two roles, especially when one teaches young children, being a parent and being a teacher are different. For one, one does not get paid to be a parent, at least not in the traditional sense. You

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also can not get fired for doing a lousy job, though child protective services may intervene in the most extreme cases. Being a parent is also a role that morphs with each passing developmental stage of the child, whereas teachers often teach the same grade each year. Although instruction does come with being a parent, the focus is not on teaching material or formal assessment of learning. In any case, her identity, or intersection of identities (Crenshaw, 1989), has been dynamic, with new ones added and old ones discarded in the various contexts of her life, though they never fully leave, such as when my wife at times speaks to our daughter in her teacher voice. So, she still retains her teacher role and *I*-position, even as she has added her mother one, with each influencing the other.

In fact, Jung (2014) has voiced these different identities as archetypal manifestations within a dynamic Self. It is in this fluid mixture of voices composing one's sense of self that we find our identity. Uniformly categorizing people as sinners or saints misses out on the other times or situations when individuals assume other roles, other positions. Complexities exist in the multitudinous spaces of interpersonal interactions, which argue against the categorical branding or labeling of any one person. Globalization and the fluidity of personal identities in the present digital era have made one's sense of self in flux and less tethered to strict labels.

III. Literature Review

Individuals in today's world, particularly those who have multiple linguistic and cultural orientations, tend to have distinct frames of references, or what scholars would refer to as *I*-positions (Hermans, 2001). These are certain perspectives one may hold in different arenas in their lives. For bicultural people such as myself, we tend to feel "a 'dualistic' form of awareness where the *I* is strongly detached from specific positions" (Hermans & Hermans-Konopka, 2010, p.10). We are apt to assume different identities in the different social circumstances in which we are engaged. This line of thinking suggests that "globalization locates individuals and groups in fields of tensions between different cultural positions. Each of these positions represents a different or even conflicting cultural voice that requires multi-voiced emotion work, with one voice speaking in ways that are different from and even opposed to how the other voice speaks" (p.59).

In fact, global *I*-positioning relates to the constant tension between local and global forces, within and between our world and personal consciousness (Blommaert, 2010; Brandt & Clinton, 2002). That consciousness, that sense of who we are at any one time, is fluid and shifts with our dynamic world. That sense is also affected by the languages we utilize, the words we use to describe our experiences. Thus, our *I*-positions, especially global ones, are also influenced by the languages with which we negotiate a shifting present context. The subjective self is forever in dialogue with our context, engaged in a tussle with an "objective" world made up of different subjective realities with which we are not fully aware.

This friction can occur interpersonally as well. In our seemingly more contentious and divisive world, members of an ulterior group can be considered "foreigners within" (Ong, 1999, p.180) or worse yet, "enemy outsiders" (Abu El Haj, 2009, p.275). When the other*I*-position is vilified and cast as the villain, the complex nature of humanity, of the historical process of becoming, and the number of intersecting factors that make up this present moment is distilled to a singular emotion: hate. Our own perspective becomes antagonist to the unsanctioned other in our midst, and we seek to rid our world of the blemish. I believe the solution to this mistrust and misunderstanding is empathy and systemic thinking. Instead of partitioning awareness to our personal psyches, we need to consider problems from ulterior points of view. To accomplish this, we need to expand and aggrandize our *I*-positions to encompass those of others as well, especially those very distinct from us.

Hermans and Hermans-Konopka (2010) have posited that processes" such as immigration, international exchanges, tourism, traveling, media-communication, border-crossings, and diaspora increase not only the number but also the difference and heterogeneity of positions in the self" (p.136).In fact, numerous scholars have produced works regarding the globalization of society (e.g., Blommaert, 2010, Abu El-Haj, 2009), including the sprawling of immigrant identities across the globe as a result (Basch, Schiller, & Blanc, 2000). Yet how long do migrants need to live somewhere to be considered a native? Is there even a native identity anymore, given the hybridity of cultures that exist in our world these days (Bhabha, 1994)?

Furthermore, a global psyche, where individuals identify with global perspectives is fast becoming the norm (Arnett, 2002). There are four main identities that may result from such mixing of cultures. The first of these is the most dialogic, the most equally distributed global identity, termed the *bicultural identity*, characterized by a part of their identity rooted in the local culture, whereas another equal part is aware of the global. The second identity is one of *identity confusion*, prevalent amongst youths today, wherein their local contexts are changing due to globalization, and they find themselves lost between cultures and worlds. There is the perpetual tension of global and local forces (Brandt & Clinton, 2002).

The third type of cultural identity is the identity of *emerging adulthood*, where individuals are lost in explorations of love and work, and are engaged in a

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prolonged search for identity (Arnett, 2002). This extension of adolescence may be a particular reality for some people in today's more complex world. Last is one of *self-selected cultures*, where individuals form in-groups with other similar cultured individuals. They may form niches within a majority culture, or may be part of the majority culture itself.

These identities are not set in stone, but are fluid, and may shift with the context of individuals' experiences. In fact, the terms globalization and localization are not mutually exclusive either, as evidenced by the notion of *glocalization* (Robertson, 1995), where the boundaries between the local and global are being blurred. Global products have local manifestations, instances affected by the local culture and context, to create a hybridized version. In this paradigm, many manifestations of humanity and culture is changed, even language, so that "the sociolinguistic world needs to be seen in terms of relatively autonomous complexes, obviously influenced by global factors but still firmly local" (Blommaert, 2010, p.180). The tension and dialogue between these two selves, the local *I*-position and a more global *I*-position, may cloud allegiances, or make them hybridized or alternating.

In essence, there is an abundance of "decentralizing movements that lead to an increasing multiplicity of the self but also of centralizing movements that permit an integration of the different parts of the self" (Hermans & Hermans-Konopka, 2010, p.5). This relates to Bakhtin's (1981) notion of centrifugal and centripetal flows in the development of language, wherein the former signifies the expansion outwards to diverse meanings, and the latter denotes a coming inwards to some standardized definition. It is this idea of the expansion of our more global persons and the simultaneous condensation into one that characterizes how many of us live in the world today. Bound by so many different inclinations, our regional consciousness mingles with the international, perhaps via the Internet, and the local and global either clash or synthesize and integrate.

Huynh, Nguyen, and Benet-Martínez (2011) researched this complexity of cultural identification using the Bicultural Identity Integration to conceptualize the cultural positionality of bicultural individuals. They identified four levels of integration: *integration* or memberships in both cultures, *assimilation*, which is membership in the host culture alone, *separation* or identification with the heritage culture only, and finally, *marginalization*, or the estrangement from both cultures. With these four classifications, we see varying degrees of cultural dialogue. In some of these levels, the majority culture is stronger, and in others the heritage culture dominates; in still others, neither is overly salient, or they can both manifest strongly.

In fact, Ong (2010) has troubled the notion of a singular citizenship in our globalized world today, suggesting the concept is flexible and that there is now a subaltern identity in many immigrant communities. When immigration has shifted the global cultural landscape, when pockets of "foreigners" exist in almost every cultural niche, a singular static "national identity" is called into question. For those immigrants trying to adapt and possibly acculturate into the mainstream culture, this dynamic can be an active resistance to a dominant hegemonic force. The identities of cultural minorities thus may be oppositional to the mainstream sanctioned culture and language.

Identity in the global age is difficult to classify categorically, as we are all a mix of varying degrees of cultural *I*-positions. And as a result of this fluidity of cultural space and increased "border-crossing[s], two positions ('I as proud' and 'I as ashamed') became prominent that were earlier in the background and did not play, in referring to her nationality, any significant role as long as she was in her home country" (Hermans & Hermans-Konopka, 2010, p.136). We may not be as rooted to our places of birth, but rather to the locale where we currently live or have dwelt the longest, or where we have the most visceral memories. Space and time can be traversed as the simultaneity of our past selves and alternate culture selves breeds a complex notion of being, where cultural hybridity ignites a dialogical conflagration of impulses as we intermittently empathize with one, and then with another.

IV. Theoretical Perspective

Hubert Hermans is a Dutch psychologist influenced by the works of Mikhail Bakhtin. Expanding on Bakhtin's (1981) notion of heteroglossia and multiple subject positions, and the dialogic nature of their dynamics, Hermans coined the notion of *I*-positions to describe the different positional ties people assume in different situations. He describes the interactions between these distinct identities within a person as a dialogue. Dialogue in this sense is most closely related to Bakhtin's understanding, in which an entity encounters another, an alterity, and from that encounter, both are changed whereby they become hybridized with the other. Bakhtin (1981) describes dialogue as "this give-and-take" (p.314), this "mixture of two social languages within the limits of a single utterance" (p.358). With each syllable we utter, a unique dynamic concoction of our hybrid experiences are birthed and rebirthed, each affecting the next utterance.

In today's evermore global community, people's subjectivities and senses of self are becoming more complex, as on "the level of the self, this interconnection is expressed as a movement between positioning (as participant in a global discourse) and counter-positioning (as representative of a local community)"

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(Hermans & Hermans-Konopka, 2010, p.23, parenthetical in original). In other words, there is a tug and pull between the local context of our more immediate space and the disembodied, hypothetical global space we anticipate (Brandt & Clinton, 2001).

As global citizens, we engage in alterities, whichas" a central feature of well-developed dialogue, is a necessity in a world in which individuals and cultures are confronted with differences that they may not understand initially but that may become comprehensible and meaningful as the result of a dialogical process" (Hermans & Hermans-Konopka, 2010, p.31). In this case, cultures outside and within an individual are apt "to engage in a kind of dialogue, which surmounts the closedness and one-sidedness of these particular meanings, these cultures" (Bakhtin, 1986, p.7).

As cultural insiders of some cultures, while being outsiders of others, or perhaps even as external insiders (people born in one culture but matured or live in another), we are a confluence of culture memberships (Johnson-Bailey, 2004). In current times, it is the" recognition of otherness in the self [that] is one of the aspects of the post-modern self that is of central importance to the dialogical self….As involved in dialogical relationships with the actual other and the other-in-the-self, the alterity of the other is acknowledged when she is seen, approached, and appreciated from her own point of view, history, and particularity of experience" (Hermans & Hermans-Konopka, 2010, p.108, parenthetical added).

This "tug and pull" occurs at all dimensions of our being, from our daily trips to the local grocery to buy strawberries to the online news article about the plight of migrant workers laboring inhumane hours to pick those same strawberries which we just purchased. We realize that these delicious red berries symbolize some global injustice rife within an oppressive geopolitical context. This tugging and pulling also illustrates the dialogic dynamic, where there is tension and discord that presages some inchoate understanding. When we eat our sweet and savory strawberry, we also feel the sweat-laden fields of its origins as we flow back and forth in our cultural identifications.

We can at once be the consumer enjoying a ripe strawberry in our air-conditioned living rooms and that undocumented migrant farm worker picking the strawberry in a vast field in southern California, anxious about political realities and the conditions of their families back in Latin America. Hermans (2001) believes in "a discontinuity of the self" (p.246), where the dialogical self is conceived of as "a dynamic multiplicity of relatively autonomous *I*-positions" (248). These selves engage with one another, as well as the outside world, the outer and inner cultures that surround it, being changed by, while also changing others. It is in this discontinuity, this fragmentation of the self, that the modern world has helped manifest more readily. In this context, we may assume what Bakhtin (1981) refers to as a dialogic "double-voicedness" (p. 185), or simultaneously or alternatively heralding two distinct points of view. Perspectives in a simultaneously increasingly interconnected and increasingly dissimilar world illustrate the phenomenon of feeling at the same time a part of a community and estranged from it.

Individuals in today's complex world are apt to "develop a bicultural identity: part of their identity is rooted in their local culture, and another part is attuned to the global situation. Or they may develop a hybrid identity" (Hermans & Hermans-Konopka, 2010, p.27). Double-voicedness and hybridity via dialogue between parties results from an encounter of distinct *I*-positions, or the "unmasking of another's speech [resulting in] a typical double-accented, double-styled *hybrid construction*" (Bakhtin, 1981, p.304, parenthetical added, emphasis in original). The hybridization of perspectives drives the development of new *I*-positions, and humanity's collective cognitive advancement. Similar to genetics in biology, the cross pollination of perspectives yields hybridization in the next generation of thought, similar to, yet distinct from, its parents. Also, the more diverse the preponderance, the greater the chances that one of those ideas may be useful, just like the more diverse the genes, the greater the chances for survival because the chances for adaptation to diverse contexts increases.

This is what we need in our world today, greater diversity in thinking and voices, or what Bakhtin would call heteroglossia (1981) or polyphony (1984). I hear more and more politicians and television personalities denounce those who do not concur with them, but I feel it is through that friction of perspectives, that coming together of diverse points of views that meaning and understanding develops. What those iconoclasts desire is monoglossia, a unitary perspective that aligns with their own beliefs, which in actuality may be unknowingly hybridized themselves. Genuine dialogue and the resultant heteroglossia from a centrifugal flow of ideas is necessary to protect against dangerous one-sided views of reality, where only one *I*-position is deemed "right" or "worthy."

Being double-voiced does not solely mean being bilingual, or even bicultural. Double-voicedness carries with it multiple, dueling or parallel perspectives regarding the world which may correspond to their split orientation to certain strata or partitions of society. Indeed, "double-voicedness in prose is prefigured in language itself (in authentic metaphors, as well as in myth), in language as a social phenomenon that is becoming in history, socially stratified and weathered in this process of becoming" (Bakhtin, 1981, p.326, parenthetical in original). Language, in a sense, can be

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thought of more than solely a means to communicate, but a social entity that is dynamic and complex, simultaneously affecting, and morphing with, both its source and its context (Blommaert, 2010). In this sense, being double-voiced carries with it social weight in our world. Hybridity has long been the norm, even as some struggle to whittle our diversity to some perceived homogeneity.

Methods

For this paper, I conducted a literature review of some seminal work on the areas of globalization and identity, and reflected on these texts within the vein of dialogic theories. I also accessed my own personal experiences with globalization, whether travel to different places or my own sense of cultural identity as a Chinese American in such a culturally plural setting as the US, thereby providing an auto ethnographic highlight or context for my contentions (Ellis, Adams, & Bochner, 2011). In this sense, I intersected prior research, notable theoretical postulations, and my own personal experiences to author new insights or perspectives on identity in the global era.

I read books and journal articles to conjure my own ideas about globalization. I used both my personal experiences and my knowledge of global history and politics to transact and make sense of those studies and theories. In effect, this article is a product of self-reflection and an attempt to overview others' ideas regarding our interconnected world today. My own cultural experiences in the US, China, and around the world, contextualize, highlight and personalize these ruminations.

Thus, I utilized an inductive approach to knowledge, as I used specific cases and examples to postulate larger theoretical implications (Saunders, Lewis, & Thorn hill, 2012). I identified patterns and consistencies between the literature, my background knowledge regarding this issue, as well as my personal experiences as a transnational and culturally hybrid person to synthesize an understanding of global identity in the current era. The case for the fluidity of cultural identification is not new, yet the synthesis of dialogic theory, global history, and personal anecdotes presages a new focused first-personlook at identity in the current interconnected era.

V. Results

When Europeans termed the Americas "the New World," it was only new from the perspective of those Europeans. From their collective *I*-position, the newly discovered continent upset their understanding of the world, and overstepped its prior boundaries. Suddenly, many of those who were there already were often deemed "savages," uncivilized barbarians who did not deserve to exist in that space. Those who were once insiders of a land were suddenly cast as enemy outsiders. This ownership of space gives territories powers beyond the dust which vails these lands (Soja, 1989). In essence, space is given immense power, as lines in the sand demarcate different lived realities. This was literally the case with Native American reservations, where the habitable space of an entire group of people was cordoned off, excluded from full-membership in the "new" nation.

Political realities in our world currently reveal hidden schemas of reality deemed to be the "Truth" by some people: men need to be in charge, Christianity is the only righteous religion, Whites need to stop the minoritization of the US (one way is to stop "illegal" immigration from non-White states), etc. These contentions constitute a way for some in our society to stand up for themselves as others gain rights for *themselves*. In today's new reality, many different new and hybridized *I*-positions result. Currently, Americans not only consist of different races and cultural backgrounds, but within those subgroups, new hybridization cause those traditional cultural orientations to be troubled (eg., Fong & Chuang, 2004, Irizarry, 2007, Mirzoeff, 2014). Not only are we more aware of the other, at times, we are even embodying their frames of reference. This may even go beyond compassion or even empathy, to an actual assumption or adoption of the other's subjective, cultural *I*-position. The white president of NAACP who claimed and assumed a Black identity is a recent example of this cross-ethnic cultural identity borrowing (Blow, 2015).

In a globalized world community, a place without boundaries that partition our national or racial identities, our senses of self become dynamic and morphing, our national and regional identities hybridized with a slew of others. But, national identities have always been fluid anyhow, and some of us who identify with certain nations are often not as seen as fully representative of that nation. Particularly in a diverse nation as the US, identities are often hybridized, as in Arab-American, Asian-American, and Hispanic-American. For example, I can remember an African American boy living within a community of undocumented Hispanic American immigrants who learned to speak a little Spanish, but spent most of his free time reading Manga comic strips. His world consisted of different languages and perspectives (African American, Latin American, Spanish, Japanese, etc.). In different contexts, he simultaneously, or alternatively, assumed all these cultural identities, these "alterities" (Hermans & Hermans-Konopka, 2010, p.31), which are hybridized with his own familial, heritage African American culture and the dominant Southern White American larger context of his life. His sense of regional/national and cultural identity is thus apt to be plural and heterogeneous.

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But, these hybridized subcultures often lead such individuals to adopt a subaltern identity (Kaltmeier & Thies, 2011; Ong, 2010), an unsanctioned undercurrent of society that is largely invisible or inconsequential to the rest of society. These individuals often lack sufficient voice to author their validity as Americans; yet, perhaps they can, instead of changing themselves to be more American, change the notion of Americanism to encompass their own identities. Why is it that those first "Americans" of European origin never had to worry about acculturation, but rather appropriation, yet successive generations had to assimilate? There needs to be an attempt to accommodate the diverse *I*-positions inherent in society.

It is truly remarkable the different cultural *I*-positions individuals are able to assume in today's world. But, what does this portend for their futures in our world, or the future of society? I contend that each of us have always been hybridized, that from the days of the first "American" settlers in North America who brought with them those British, French, Dutch, and Spanish cultural, spiritual, political values and languages encountering diverse Native American languages, cultures and customs. The United States has long been an eclectic and living hybrid. The different positional ties that have since landed on our shores and been brewed in our society have even more diversified this locale and given breath to new ways of perceiving and naming the world.

VI. New Selves

I remember in middle school, I went to South Africa with my momone winter break. The country had just ended apartheid, and although there was no longer a formal partition of the races, there was still de facto segregation between the Whites, the Blacks, and the Coloreds (mixed race of Blacks and Whites), as well as other minority ethnicities (East Asians, South Asians, etc.). We stayed with a family who identified as Colored, and we danced, ate, and laughed together for the entire month, speaking English, Afrikaans, and Xhosa. The trip was impactful because it taught me that families were all alike no matter the race, nationality, or language. They laughed together during meals and scolded naughty children the same way. I especially remember dancing with the family, and trying to show off my dance skills, but being thoroughly humiliated by a five year old boy doing a flawless Michael Jackson impression. During that trip, there were various intersections of so many different cultural nuances.

So, what does this plural, heterogeneous blend of identities or perspectives mean for the world today? Can we no longer label ourselves and those around us into neat racial, cultural, national, ethnic, geographical, spiritual, and ideological categories? When those categories that have for millennia defined us, or rather confined us, into neat dimensions of acceptable behavior, I believe those labels do a disservice to the individual, and to those around him or her. When we no longer allow national or ethnic stereotypes to define an individual, when we see people and our students as potential instead of liability, when we learn others' languages, and not just expect others to learn ours, then we will have gained a level of cultural empathy and acceptance required for the twenty-first century global world (Zhu, 2011).

Cultural empathy means more than liking another culture's food or people, but an appreciation for how they see and name their world. The term means keeping names (for places, specific foods, select people, etc.) in their original vernacular instead of translating it into a recognizable, familiar ring. When we do the latter, we anoint what we think about another's reality *the* reality for everyone. For example, when I brought my US friends to China, they were actually surprised at the absence of fortune cookies after our meals. In reality, fortune cookies are an American invention and not a part of the dining experience in China (Lobel, 2017). We need to remember that when we practice cultural appropriation without sufficiently understanding that other culture, we may misrepresent or alter perceptions of that culture.

When we rename something from another culture, we are also changing the name, so it is influenced by and becomes hybridized with the local culture. I remember once in China I was looking for Walmart, which I knew was nearby. I asked a policewoman where one was, and she was confused. She was befuddled as to what place I was referring to. When finally she understood, she corrected my American pronunciation into one composed by similar phonemes corresponding to certain Chinese characters. Not only was the name Sinicized, what the store sold was also different varieties of what was sold in Walmart in the US. For example, their food section was a lot more developed, with a slew of half-cooked products that were much spicier than their counterparts in the US.

Not only was my notion of the US different in China, perhaps as a reaction to Chinese perceptions of the country, but my own national/cultural identity was also troubled. Even as I felt as I represented the US culture, most Chinese people did not see me that way. To them, I was just another Chinese person, and so my lack of etiquette or cultural awareness and my Chinese illiteracy was due to personal flaws. Even though I felt American in many respects, I realized I needed to act more Chinese because no one would see me as a foreigner, and thus not excuse my cultural impasse.

Part of my identity is constructed for me by the world and the other part is what I give to it by my assumption. Just as meaning via reading is an interaction and justification between the author and the

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reader (Rosenblatt, 1994), so too is identity in this globalized world a dialectical product between the producer and the receiver. In the global era, identities are no longer contained by set categories, but individuals may harbor infinite positions on the spectrum of cultural identification with a limitless algorithm of degrees of identification with particular majority cultures and their local ones. Identities in our global world have become fluid and transient, even as many continue to see the world in inertial terms of set nationalities, races, genders, and classes.

Even if we have never left the country, we are still apt to assume other national identities and *I*-positions. For example, there are many people in the US of all different races who love the Rastafarian identity of Jamaican origin. They may listen to Reggae music, wear dreadlocks, don a tricolor woven hat, and smoke cannabis. What they experience is a transnational hybrid identity (Vertovec, 2001), as these individuals assume another culture's customs and traditions, perhaps adapted to their personal preferences, even as they simultaneously participate in their own heritage.

VII. Discussion

Given the globalization of cultural preferences, the idea of cultural authenticity and fidelity becomes an issue (Warikoo, 2011). When particular cultures, or subsets of cultures, adapt to different settings, when they become hybridized by local distinctions, they are changed from their origins. Racial, cultural, and linguistic identities can be borrowed by outsiders of those identities, and the enactment of such conventions becomes tainted by idiosyncratic tendencies. So, as the global world remixes the different dimensions of itself, like its foods, its music, its art, its customs, and its languages, a hybridity of time and space, a confluence of cultures will result. But, the other side of this dialogue, the pulling in, or centripetal forces of tribalism and localism will no doubt grow equally strongly. This force may be a natural inward looking, centripetal reaction to the centrifugal forces expanding our understanding and empathy. The world is an ever-emerging picture, constantly filled with static, every blurry moment only seemingly clear in hindsight. Every phenomenon, every political perspective, is hybridized between some universal notion and the particular localities of its existence. It is only when we realize the blurred dialogic nature of our languages, thoughts and identities that we stop vilifying others, that we see each other as interrelated, interconnected pieces of humanity.

For example, I can remember on a study abroad trip to the Netherlands in college, when I met a Dutch girl named Joke (pronounced Yo-ka) whose favorite novel was also *The Catcher in the Rye* and favorite musical artist was also Tupac. That synergy of literary and musical preferences connected us, though first languages, heritage cultures, geographical space, gender, and race separated us. I felt an immediate connection with her, how art can transcend so many differences to conjure a common humanity. Our distinct positionalities, the multifarious interlocking perspectives and idiosyncratic experiences unique to every individual, offer an almost infinite variation of glances. Our shared preferences somehow intersected our distinctions to a commonality. A confluence of perspectives engenders something deeper, perhaps a more profound realization about the world, such as my one in the Netherlands.

More than simple transnational or hybrid identities, individuals in the modern age are liable to experience varying degrees of cultural memberships that shifts in the various contexts of their lives. I want to question the idea of set national and cultural identities, and instead posit a new consciousness where there are just degrees of being. Any person in this global era is able to assume any others' cultural propensities. Such empathy can be approximated via reading a book, watching a movie or podcast, or listening to a song; but, the most veracious introduction is visiting that culture and spending an extended amount of time there with its people, getting to know all the nuances of a place, which is happening more and more with the ease of international travel.

Just as we know more about each other, we can also choose which of others' positions to extol and which to detract from, which to encompass their being and which to dismiss as trivial. If one spends enough time somewhere other than their country of origin, she or he may be able to deconstruct their prior prejudices and what is conveyed via the media, and tease out the nuances. For example, because I learned about the Second World War, I was hesitant about the German people, assuming their core was racist and callous. But, when I went there, I found most Germans to be full of smiles and kindness. Once on the Euro-Rail in Germany, I was desperately in need of using the lavatory for which there was a long line, but was hesitant to ask due to my presumption of the nature of the German people. Yet, the German lady in front of me in line, noticing the grimace on my face, smiled, and asked, "Emergency?"I emphatically nodded, and she promptly yielded her place in line for me.

That one act of kindness upset my prior biases against all German people, and showed me that there were compassionate and kind people everywhere. I always remind myself of that encounter when I find myself prone to stereotypically branding any group of people due to preconceptions or isolated experiences. I believe that as people of a global world, we need to remind ourselves of the diversity and vibrant distinctions that make up this land, but also of the common core of humanity that tethers all of us. We can all appreciate certain literature and art because they address some

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universality of the human experience; yet, at the same time, we each personalize that experience with the tangents of our specific individual and cultural/linguistic understandings, so our notions of that artifact is a hybridized product of our local experience of some finite global reality.

Even as we nurture our global selves, we react with a centripetal local pull because we need to see ourselves in this vast landscape, to put our personal stamp on this world. This is the essence of dialogue and the resultant hybridity, because when we see ourselves in the other and the other in ourselves, we are engaged in a tussle of perspectives. Empathy and true compassion can result because we can assume the viewpoint of another. We no longer see the world in terms of "us versus them," but one facet of ourselves versus another facet. We no longer grieve over sending aid to others in faraway lands because we see ourselves in others.

VIII. Globalized Selves

In this global era, we can no longer be tied to one language, to one cultural perspective, to one "truth." We need to recognize we are living hybrid products of multitudinous "foreign" influences. Geopolitical conflicts and military "defense" need to be reframed into a process of truly understanding the other's perspective and rationale for their stance, rather than impulsively reacting with armed force. All the wars of the past have been the result of the refusal of one group's collective *I*-position to empathize with the *I*-position of another.

Platforms such as the United Nations were created with the express purpose of encountering local or national *I*-positions on the global stage. However current political realities have caused select national leaders to flout those international initiatives by pandering solely to their base who care only about their personal local interests. In the name of nationalism, patriotism, and self-interest, they have partitioned *I*-positions so not only does the local have nothing to do with the global, but the two are in direct opposition to each other. Sending aid to other nations will bankrupt our own. Caring about others' realities clouds concern for our own.

This type of thinking is monoglossic and one dimensional (Bakhtin, 1981), because in this simple paradigm from a single perspective, there is one winner and there is one loser. But, reality is rarely so simple. In global conflicts, whether militaristic, economic, or cultural/political, it is becoming increasingly harder to tease out a true winner and a true loser exactly because we are becoming more globally connected. For example, in a trade dispute, we can raise tariffs on imports of foreign merchandise to aid domestic industries, but at the same time, prices increase at home due to the loss of the cheaper products built from those foreign parts, mediating those profits. As another example, stemming "illegal" immigration may sound great for an economy where these individuals "steal" US jobs, but again, prices of produce increase because we lose the cheap labor required to harvest those crops, offsetting the economic gains.

A global network of nations, interconnected by economics, languages, and cultures makes traditional views of international affairs obsolete. Instead, we need to transcend tribalism and one-sided insular thinking to consider how we can benefit the entire network, and not just help only ourselves. Assisting others does not mean hurting ourselves when we can conjoin disparate *I*-position into an amalgamated *We*-position that encompasses others' inclinations as well. Indeed, *We*-positions cultivate empathy, such as the plight of the Mexican migrant on her or his journey into the US, the sacrifices he or she makes every day. When we learn others' language, we learn how certain words in that vernacular, like *frontera* which means *the border* but also has the added definition of *the frontier*, can change and challenge our perspective of a global issue.

In essence, *We*-positions take into account other people's points of view, and encounter those perspectives with our own to make a hybridized product that is double voiced and heteroglossic. This can best be exemplified by a classroom where students are apt to bring diverse ideas and compose distinct papers. A dialogic teacher in this context can validate each student's point of view while also conjuring a class direction for the discourse, engaged in a simultaneous pushing out and pulling in of voices to assist in learning. The collective voice of the students becomes a *We*-position for the class. What we need as a world is an embodiment of this tension, this multifarious way of thinking where perspectives pluralize and synthesize hybridity and multivoicedness. No longer are notions and ideals tied to one particular group of people with their own specific cultural past, but we share a human experience that transcends specific heritage realities to one composed of our commonality as human beings.

This does not mean relinquishing all local heritages and traditions, because then the heteroglossia incited by globalism would be amiss. This does mean being open to others' languages and truths even as we take pride and partake in our own. In the global world, when our ways of categorizing this reality have become so pluralized, we need to understand that helping others is helping ourselves in the long run in the larger picture. We need to escape short-sighted thinking that limits our senses of selves to just our own corporeal existence or those of our immediate surroundings. An us-versus-them mentality will only partition consciousness and realities, attempting in futility to cordon off intercultural identifications and dam the steady stream of cultural flow.

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Instead we need to validate the rich tapestry created by the multicolored, multivoiced society induced by globalization and connectivity. We need to tease out the appetitive or valuable aspects of any given culture, and mesh it with our idiosyncratic selves, bringing to it our own tint, our own signatures. In this culturally plural landscape, there are multitudinous ways of knowing and naming things, where designated labels that used to contain and restrict become fluid and adaptive to the idiosyncrasies of the new world.

IX. Balance of the Local

However, I do not want to portray the sense that the world is now totally globally conscious, and that antagonism has ceased to occur to various cultural minorities. Scholars have noted the aversion some feel towards the minoritization of certain locales (e.g.,Davis, Goidel, Lipsmeyer, Whitten, & Young, 2019). The host culture may be less welcoming to the diversification in certain cases. For example Warikoo (2011) points out that there are two main types of racial discrimination towards outsiders today: large-scale societal from adults and within schools from peers. She posits that for Afro-Caribbeans, there is larger systemic racism based on historical and macrolevel forces that paint them as deleterious in society. Conversely, she also notes that for Asians, in particular Indians both in the UK and in the US, there is a negative portrayal at schools as lacking style or toughness. As a consequence, while many Asians reject and flee their ethnic label, Afro-Caribbeans in turn react with a strengthening of their ethnic and racial identities.

So, as a counterbalance to the diversification of ethnic and racial identities and culture, there are two main responses. One is to distance oneself from that minority identity, gravitating to an ulterior more sanctioned, yet borrowed one. The other is to turn inwards, to embrace that identity in spite of the external pressures against it. Both reactions are not dialogic, for they either turn outwards or turn inwards, and not do both simultaneously. For example, I can remember trying to escape my Chinese self in high school, refusing to speak Chinese or learn about the culture, and never letting my friends in on that side of me. I cordoned off that part of myself in fear of shame.

But, if I had the strength and confidence at the time, I could have held a more dialogic relationship between my two cultural identities. I could have seen the strength in both and not looked down on one as inferior. The local realities of the world may offset some of the global forces that seek to expand and aggrandize our sense of self and awareness of others. Without the simultaneous pushing out and pulling in of myself, that constant tension, I would not have developed the met aperspective to accept and embrace my own culturally plural self.

X. Conclusion

In specific cultural contexts, thus, ethnic and cultural plurality, and the stereotypes that they conjure, results in different levels of identification/assumption with the various cultural identities. When cultural identities have limitless formulae for their mixing, while the degree of identification to a particular identity by the individual is likewise infinite, a person's cultural identity becomes less a set label than a node on a two dimensional continuum. We are all an idiosyncratic blend of different allegiances, privy to countless stories and truths.

In spite of globalization and plurality, it is important not forget our personal selves, to not relinquish our individualism in the face of the tsunami of a global tide. Yet, I do not believe the two tendencies are mutually exclusive, but rather I conceive of globalism as a conglomeration of local tendencies that is swayed by and adapted to each individual locale. As evidenced by the effect of differentiated local tastes of a global product, whenever a global product encounters a local context, that product is changed.

Just as my experience of Thailand was a certain way in which I remembered certain places, people, and experiences pertinent to my own identity, the experience of a global artifact locally personalizes that product so it conjures personal meaning. What is important is the recognition that all our experiences of the world are unique, and our notions of this complex world need to be plural to capture the experiential realities of a heteroglossic world. When we hear and see multiplicities, we can think beyond the monoglossic self-confirming biases of our own cultures to a more veracious reality. We learn to truly be a part of this world.

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Mughals and the Rhythms of Overland Trade

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Mughals and the Rhythms of Overland Trade

Aasim Khwaja

Abstract- **The arrival of the European shipping in the Indian Ocean region is marked out as a momentous development that signalled the intensification of maritime trade at the expense of the overland trade. Against this context, the present paper, by focussing on the Mughal involvement in the overland trade, makes a case about looking at the two channels of trade delivery as mutually reinforcing that worked in tandem and secured best outcomes for all the concerned stakeholders.**

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I. Introduction

The upsurge in the volume of maritime trade following the European arrival in Asian waters was for a long time seen as harbinger of catastrophic contraction in the overland trade. The better economic terms that accompanied maritime shipment was considered as striking at the root of the viability of overland traffic. Further, the overland trade, according to Morris Rossabi, was more prone to the political disruptions and socio-religious changes.[1]Cumulatively, these factors sought to push back the viability of the overland trade channels in comparison to the maritime trade routes. However, a shattering blow to formulations overplaying the perceived collapse of the overland trade structures in the face of European-propelled maritime expansion was delivered by a slew of writings that effectively rattled the foundations of this strand of historiography. By focussing upon the resiliency and dynamism of overland commercial channels, succoured adequately by Asiatic political and mercantile agencies, these works served an effective purpose in putting to rest the notion of an untrammelled maritime commercial expansion accompanied by a proportionate decline in overland trade.

Among the major works that championed this corrective tendency, a mention may be made of the works of Stephen Dale[2] and Scott Levi[3]. Both of them have pointed out the nature and scope of mercantile networks operated by Indian merchants, and dispelled all erstwhile comparisons of Indian merchants with itinerant pedlars. This piece of information was further reinforced by the findings of Muzaffar Alam[4] and Jos Gommans[5]. While Alam mused over the threat posed by overland trade to maritime channels until the early eighteenth century, Gommans computed that as late as the second half of the eighteenth century the value of overland commerce in horses alone exceeded the combined trade of the European companies in Bengal. These new currents also overwhelmed Niels Steensgaard into modifying his position on the subject. The initial position held by Steensgaard talked of 'the ocean having triumphed over the mainland.'[6] However, the revised position acknowledged the continuity of caravan routes as 'a true alternative to the shipping route(s).'[7]

Taking cue from the aforementioned shift in scholarly consensus in favour of the continuity of overland trade, the present work is a modest effort to offer a more comprehensive picture of the role played by the Mughals in augmenting the vitality of overland commercial structures. For a purposeful analysis, the involvement of the state in giving boost to overland trade has been resolved into three components viz., engagement in the nature of policy pronouncements, investments in the setting up of commercial infrastructure, and the steering of course by means of personal involvement. So far as the policy pronouncements are concerned, they encompassed initiatives that served to assuage the apprehensions of mercantile elements and articulated the protocol to be observed by the state officials stationed along the trade routes across the empire. Investments in commercial infrastructure were also a crucial barometer for gauging the proclivities of the state authorities towards commerce. According to Rossabi, activities within the rubric of commercial infrastructure primarily consists of construction of caravanserais, fortified installations and postal stations.[8] Further, the nature and degree of involvement of the political elite in commercial ventures was still another indicator of their attitudes towards commerce and must have had a profound bearing on the confidence on a given mode of commercial

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[1] Morris Rossabi, 'The "decline" of the central Asian caravan trade', in *The Rise of Merchant Empires: Long Distance Trade in the Early Modern World, 1350-1750*, ed. James D. Tracy, Cambridge University Press, Cambridge, 1990, pp. 351-370.
[2] Stephen F. Dale, *Indian Merchants and Eurasian Trade, c. 1500-1650*, Foundation Books, New Delhi, 1994.
[3] Scott C. Levi, *The Indian Diaspora in Central Asia and its Trade, c. 1550-1900*, Brill,Leiden, 2002.
[4] Muzaffar Alam, 'Trade, State Policy and Regional Change: Aspects of Mughal-Uzbeg Trade Relations', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 3, 1994, pp. 202-227.
[5] Jos J.L. Gommans, *The Rise of Indo-Afghan Empire c. 1710-1780*, Oxford University Press, New Delhi, 1999.
[6] For a detailed discussion of this strand of argument, see Niels Steensgaard, *The Asian Trade Revolution of the Seventeenth Century: the East India Companies and the Decline of the Caravan Trade*, The University of Chicago Press, Chicago, 1973.
[7] For an exposition of the revised formulation, see Niels Steensgaard, 'The route through Quandahar: the significance of the overland trade from India to the West in the seventeenth century', in *Merchants, Companies and Trade*, eds. Sushil Chaudhury and Michel Morineau, Cambridge University Press, Cambridge, 1999, pp. 55-73.
[8] Rossabi, 'The decline', p. 353.

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transport for the traders with obvious implications for the volume of trade.

II. Mughals and the Heritage of Trade

The benevolent attitude of political class towards commercial affairs in the region was best encapsulated by Chardin, when he wrote: 'In the East, Traders are Sacred Persons, who are never molested even in time of War; and are allowed a free Passage, they and their effects, through the middle of Armies.'[9] So, it is not surprising that the Mughals from the very outset displayed an earnestness to encourage trade. But, in their case, it could also be argued that their Islamic moorings and Genghisid-Timurid heritage caused a cascading effect on their trade policy. It is important to recall that the rise of Islam occurred in a strong commercial milieu and therefore trade, rooted in ethical conduct, always found strong support at courts across the Islamic world. In fact, the Mughal emperor Jahangir during an interaction with Mutribi Samarqandi, a Central Asian traveller, referred to the respectability of trade as a profession in Islam.[10]As for the Genghisid-Timurid heritage, suffice it to say that the rise of the gigantic Mongolian and Timurid empires irretrievably altered the commercial landscape of the vast Eurasian landmass and it was impossible for any successor state, let alone the Mughals, to be not affected by it.

In fact, most of the notable features that later came to be associated with the commercial landscape of the sixteenth and seventeenth centuries- be it dissemination of diaspora communities, the diversified commodity structure or the preventive measures to safeguard the lives and possessions of mercantile elements- were sharpened and perfected during the Mongol period. The policies implemented by the Mongols in the vast areas they controlled had far-reaching consequences for the hitherto distinct economic macro-regions that had been integrated into a single unified zone under their aegis so much so that by the time the Great Mongolian Empire underwent dismemberment the economic structures had been recast and commercial exchange carried to unprecedented levels.

It would be unfair to identify the trade policies pursued by the Mongols as causing routine surge in trade normally associated with political consolidation and stability because the cumulative implications of the policies constituted nothing less than the inauguration of a new epoch. So far as different elements of the Mongolian commercial programme are concerned, perhaps the one most far-reaching and expansive in its implications was the system of shares or *khubi*.[11] Formalised by Genghis Khan himself, this system entitled the members of royal family to appropriate some amount of wealth, largely in the form of goods, from each part of the empire. For instance, a Mongolian Prince based in Ilkhanid Persia had claims over goods manufactured in all the major zones that fell within the Mongolian galaxy, be it Yuan China, Chagatai Mogolistan or Golden Horde. The same was true of Princes of other regions as well. It is significant that political divergences within the ruling family did not obstruct the flow of shares across the volatile borders.[12] This aspect had momentous effect on the pattern of inter-regional commodity trade for the vastness of the empire ensured that there was a regular flow of goods between the far-flung zones that had for the first time become fused under a single authority. The introduction of goods in areas that previously had not known of them contributed to commercial expansion, since over a period of time these goods came to be internalised within the existing portfolio of tradable commodities leading thereby to cultivation of new tastes and creation of new markets. Thus, the contribution of the system of shares in leading to greater commodity diversification is unmistakable and the constant movement of goods did much to transform the war routes of the Mongols into commercial arteries.

Closely related to the flow of commodities was the status of mercantile elements in Mongolian world order. Since it was a gargantuan task for the state to transport and sell these vast quantities of wares, it co-opted the merchant class to do its bidding. In fact, it wouldn't be unfair to say that the rise in the status of merchants coincided with an upsurge in the political fortunes of the Mongols. The patronage of the merchant class by the Mongolian elite may be seen as a precursor to what transpired in the sixteenth and seventeenth centuries when the state authorities wooed the diaspora communities into settling within their frontiers. Their benevolence towards the merchants became proverbial so much so that it was told of Ogodei that he would liberally give out sums to merchants to invest in trade.[13] This generosity was stretched to weird proportions by his son Guyuk, of whom it has been reported thus: 'He commanded that the goods of merchants who had come from all sides should be valued in the same way as had been done in his father's day and their dues paid to them.'[14] The Mongolian notables also relied on these

[9] John Chardin, *Travels in Persia*, ed. Edm. Lloyd, Cosimo, New York, 2010, Vol. II, p. 280.
[10] Sanjay Subrahmanyam, *Explorations in Connected History: Mughals and Franks*, Oxford University Press, London, 2004, p. 157.
[11] For a good description of various characteristics of *khubi*, see Jack Weatherford, *Genghis Khan and the Making of the Modern World*, Three Rivers Press, New York, 2004, pp. 221-222.
[12] Ibid., p. 222.
[13] Rashīd al-DīnFadhl-allāh, *Jami'u't-Tawarikh: Compendium of Chronicles*, tr. Wheeler M. Thackston, I.B. Tauris, London, 2012, pp. 239-241.
[14] Rashīd al-Dīn Fadhl-allāh,*The Successors of Genghis Khan*, tr. John Andrew Boyle, Columbia University Press, New York, 1971, p. 184.

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merchants for investing their vast riches in viable ventures so as to lead to capital multiplication.[15]

An important point to consider is that most of the merchants engaged by the state were non-Mongols, and their pervasive presence throughout the length and breadth of the empire may be seen as leading to an unprecedented penetration of diaspora networks. Of the group of merchants that were the recipients from Mongol largesse, the most important beneficiaries were probably the Muslims. In fact, the association between the Mongolian elite and Muslim merchants of Central Asia preceded the Mongol campaigns in Islamic lands[16], and it should come as no surprise that despite shaking the foundations of the political world of Islam they continued to appoint mercantile elements of Muslim population to high administrative posts and employed them to look after their commercial investments. Chagatai even had a Muslim from Otrar, the city whose rapacious governor through his hideous activities incurred the wrath of Genghis Khan and helped set off events that culminated in the inauguration of Mongolian invasion of Islamic lands, as his vizier.[17] That the state was solicitous of Muslim cooperation also comes out in the disparaging references made to the Chinese in relation to Muslims in the sourcebook of Mongolian body-politic. Rashīd al-Dīn Fadhl-allāh, the Ilkhanid vizier wrote: 'Genghis Khan's blessed Yasa is also in agreement, for the blood money for a Muslim is forty bars of gold while that of a Cathian is one donkey.'[18] Thus, the blossoming of a strong symbiosis between the state and merchants augured well for cross cultural trade and aided in the diffusion of mercantile networks.

Another significant legacy of the Mongols was the effort and resources they expended in setting up a robust commercial infrastructure. The disruptions that accompanied their violent emergence were soon made good by pursuit of a concerted programme aimed at reviving the caravan cities, trade routes and other elements of commercial infrastructure. The miraculous recovery of Khwarizm[19] within a century of being laid waste is a good example of commercial restoration. Likewise, the situation at Tabriz also underwent a reversal. Ghazan oversaw the constructions of 'a large caravansary, a crossroads market, and a bath, with workshops and places for animal...next to every of New Tabriz. Merchants who come from all directions enter by the gate in the direction from which they come and stop at that caravansary.'[20]

The investments in infrastructure were suitably complemented by efforts to dissolve the blockages that existed along the commercial arteries. Rashīd al-Dīn wrote of Ilkhanids having

> Ordered that patrolmen should be stationed on roads that were unsafe in any locale throughout the realm. As a toll they might take half an *aqcha* for every four donkeys carrying loads in caravans and half an *aqcha* for every two camels; under no circumstances might they take more. For animals that were not loaded and for those that carried foodstuffs and grain they should take nothing. If a robbery occurred, the patrolmen nearest to the location would have to capture the thief; otherwise he would be responsible for stolen amount.[21]

The comprehensiveness of the reforms ushered in by the Mongols may be gleaned from the fact that they also sought to address the difficulties arising from the nexus between the locals and the robbers. Dwelling upon this policy, Rashiduddin continued:

> In any locale, be it *khaylkhana* or village, in the vicinity of which an act of robbery took place, the responsibility for pursuing and apprehending the thieves would fall upon the inhabitants...next [it was] ordered that if it was discovered that anyone in a *khaylkhana*, village, or city had colluded with thieves, that person would be executed without remorse.[22]

The stupendous success of these initiatives of the Mongols gave them such an aura of legitimacy that following their decline the political upstarts in those areas, in order to partake of their impeccable legacy, were ready to go to any lengths in order to be seen as emulating the precedent set by their Mongolian predecessors. Given this scenario, it is hardly surprising that Timur, the most redoubtable of the claimants to that legacy, took care to further this legacy of the Mongols.

The meteoric rise of Timur as a political force across the lands that once formed part of the Mongol empire was occasioned by relentless warfare carried through much of the second half of the fourteenth century. So far as the region of our study is concerned, the implications on commerce of the rise of Timur were more significant as compared to that of the Mongols, for his rise not only shifted the centre of economic gravity to Central Asia from Karakoram, but also effected a reorientation of trade routes to the advantage of Central Asia and Iran since he diverted the northern trade routes towards south following his destruction of the Golden Horde.[23] In fact, most of the victories of the conqueror

[15] Thomas T. Allsen, 'Mongolian Princes and Their Merchant Partners, 1200-1260', *Asia Major*, THIRD SERIES, Vol. 2, No. 2, 1989, pp. 83-126.
[16] Ibid., p. 87.
[17] Rashīd al-Dīn, *The Successors*, p. 156.
[18] Rashīd al-Dīn, *Jami'u't*, p. 236.
[19] Bertold Spuler, *History of the Mongols: Based on Eastern and Western Accounts of the Thirteenth and Fourteenth Centuries*, tr. Helga & Stuart Drummond, University of California Press, Berkeley, 1972, p. 199.
[20] Rashīd al-Dīn, *Jami'u't*, p. 476.
[21] Ibid., p. 503.
[22] Ibid.
[23] Justin Marozzi, *Tamerlane*, Harper Perennial, London, 2004, p. 215.

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were followed by deportation of commercial agents, workers, economic materials, etc., to the seat of his authority in modern-day Uzbekistan. Ibn Arabshah documented this selective exodus ordered by Timur:

> [Timur] took from Damascus learned men and craftsmen and all who excelled in any art, the most skilled weavers, tailors, gem-cutters, carpenters, makers of head-coverings, farriers, painters, bow-makers, falconers, in short craftsmen of every kind....And he divided these companies among the heads of the army and ordered them to lead them to Samarqand.[24]

The economic implications of this act are comparable though in a smaller order of magnitude to the movement of shares in the Mongoloid era.

Keeping in with the Mongol traditions, Timur applied himself towards addressing the twin objectives of encouraging commerce by providing infrastructural support to mercantile elements and sanitizing the commercial space off hideous elements. So far as the latter is concerned, we have reason to believe that he was quite successful in decimating the menace of highway-men. Khwandamir reports that once during his operations in Baghdad, Timur was approached by a delegation of merchants who expressed their anguish at the havoc wreaked on the passing caravans by a band of robbers holed up in a nearby fortress.[25] The complaint elicited a swift response that resulted in the storming of the hideout and extirpation of the robbers. In fact, Timur took pride in the security that prevailed along trade routes that ran across his territories, and would often boast that a child carrying a purse of gold could move from the western frontiers of his empire to the eastern reaches without the slightest fear of molestation.[26]

As regards his contributions towards the setting up of a robust commercial infrastructure it may be said that Timur did much to not only restore the decaying structures of an earlier era, but also augmented the same by newer initiatives. De Clavijo, while travelling across his vast empire, commented favourably on the magnitude of commerce and profusion of caravanserais. Speaking of the latter, Clavijo said: 'Some large buildings, which were erected by the roadside, for travellers, as no people live in the country, for a distance of two days journey, on account of great heat, and the want of water. The water in the buildings were brought from a great distance by pipes underground.'[27] Similar arrangements were also made within the walls of the cities for in several cities Clavijo found 'several large inns were merchants lodged.'[28] The utilitarian constructions of Timur were carried further by his son Shahrukh, who not only constructed the caravanserais but also expanded and beautified the bazaars by rebuilding them with fired bricks instead of mud bricks.[29]

That these initiatives were delivering returns comes out in the brisk trade attested to by contemporary observers at different nodes of commerce. Be it Tabriz, Sultanieh, Samarqand, Shakhrisabz, Merv, etc., all these places were major sites of commercial transactions. At Samarqand, Clavijo noted the arrival of 'a caravan of eight hundred camels bringing merchandise from China.'[30] Likewise, of Tabriz, he said that 'there are gateways leading to certain streets, where they sell many things, such as cloth, silk, cotton, taffeta, and other stuffs; and this city has a great trade.'[31] The greatest admiration, so far as the magnitude of commerce is concerned, was reserved by Clavijo for Soltaniyeh. Referring to the commercial character of the city, Clavijo wrote:

> This city has a great traffic, and yields a large revenue to the lord. Every year many merchants come here from India, with spices, such as cloves, nutmegs, cinnamon, manna, mace and other precious articles which do not go to Alexandria. All the silk which is made in Gheelan comes here...There also arrive in the city many silken cloths, cottons, taffetas, and other stuffs from a land called Shiraz, which is near India, and from Yesen and Serpi. Many precious stones also arrive in this city of Sultanieh.[32]

III. Mughals and the Overland Trade

The Mughals who were the direct descendants of Amir Timur and traced their lineage also to Genghis Khan displayed similar appetite for promoting trade related activities. The influence exerted by their illustrious pedigree in shaping their attitudes towards trade has been hinted at by Stephen Dale.[33]But, predictably enough, it was dictated by other reasons as well. For the Mughals, it was imperative that overland commercial arteries were kept in a state of running efficiency because these channels acted as conduits for the deliveries of strategic goods such as horses and bullion. It is important to remember that the domestic

[24] Ahmad Ibn Arabshah, *Tamerlane*, tr. J.H. Sanders, Progressive Publishers, Lahore, 1976, p. 161.
[25] Khwāndamīr, *Habibu's Siyar: The History of the Mongols and Genghis khan*, tr. Wheeler M. Thackston, I.B. Tauris, London, 2012, p. 252.
[26] Marozzi, *Tamerlane*, p. 216.
[27] Ruy Gonzalez de Clavijo,*Narrative of the Embassy of Ruy Gonzalez de Clavijo to the Court of Timour in Samarcand, AD 1403-06*, tr. Clements R. Markham, Asian Educational Services, New Delhi, 2001, p. 104.
[28] Ibid., p. 95.
[29] Felicia J. Hecker, 'A Fifteenth-Century Chinese Diplomat in Herat', *Journal of the Royal Asiatic Society*, Third Series, Vol. 3, No.1, (Apr., 1993), pp. 85-98.
[30] De Clavijo,*Narrative*, p. 131.
[31] Ibid., p. 89.
[32] Ibid., pp. 93-94.
[33] Dale,*Indian Merchants*, p. 33.

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production of gold and silver was very limited in India at the time and therefore it was extremely critical for the state to work towards the promotion of trade so that India could avail its traditionally favourable position in the global commodity flows and consequently attract inflows of gold and silver against its robust portfolio of tradable goods. So, the monetisation of the agrarian surplus and trade-induced exchange economy came to effectively hinge on availing bullion flows on the back of robust trade.[34] Further, the vast constituents of the Mughal population relied on trade and looked to the state as its benefactor in facilitating the process. Consequently, from the very outset we come across stimulus emanating from the highest levels of Mughal administration directed at facilitating the overland commerce.

a) Policy Statement

So far as the policy set out by the political elite is concerned, suffice it to say that measures geared towards raising the volume of trade were initiated by successive emperors. A strong statement underscoring Akbar's favourable disposition towards trade was sent across by the holding of trading sessions at the capital.[35] The mercantile people eagerly look forward to attending this event and would 'lay out articles from all countries.'[36] These sessions were attended by the ladies of the harem as well as the emperor who would personally visit the kiosks set up in the pavilion and converse with the assembled traders. The latter made use of the occasion to 'lay their grievances before His Majesty, without being prevented by the mace-bearers, and may use the opportunity of laying out their stores, in order to explain their circumstances.'[37] During some of these audiences, it has been reported, the emperor promised to augment the scope of commercial activities by dealing with the bottlenecks that inhibited trade.[38] The translation of some of these promises into concrete action gets attested by the genuine remorse displayed by Banarasi Das, a Jainamerchant, upon coming to know of Akbar's death.[39] He was roused by apprehensions of what would follow to the stability imparted by Akbar.

Apart from catering to the concerns of the domestic mercantile constituents, Akbar also endeavoured to advertise his resoluteness towards encouraging commerce by making references to state of affairs along trade routes in his correspondences with foreign Muslim potentates. In one such correspondence with Abdullah Khan Uzbeg, Akbar conveyed the situation along trade routes passing by Kandahar. The correspondence went as follows: 'As the Persian authorities in Qandahar had been sending embassies with submissive aridas and had been mindful of maintaining security of road for merchants, they had been left alone.'[40] The importance of conveying his resolution to the Uzbeg leader was all the more important because of the reassuring effect it was supposed to have on the Uzbeg merchants who traded extensively in those regions. Referring to the activities of Uzbeg merchants in north-western regions of the Mughal empire, an English factor reported: 'Lahoare, the prime city of traffick in India; all commodities of the adjacent places being brought hither, and are bought by the Wousbecks [Uzbegs] or Tartarrs, and soe transported by Cabull into those parts, and by those of Casmeere, as also by the above named merchants.'[41]

Another major initiative of Akbar geared towards expanding commerce was the appointment of twenty-one new officials by Akbar to preside over an equal number of branches of commerce.[42] These officials were entrusted with the responsibility of setting the sale price of different goods. Akbar also abolished a number of vexatious taxes to add to the viability of commerce. Testifying to the success of these initiatives, Abu'lFazl commented: 'Merchants are therefore well treated and the articles of foreign countries are imported in large countries.'[43] The mercantile constituents also had the good fortune of being in the good books of Akbar so much so that Abu'lFazl referred to them having been present at the Mughal court both in morning as well as evening settings.[44]

His measures were further augmented by Jahangir, who was equally keen on promoting overland trade. One of his specific measures in this direction was the decision to repeal dues on several commodities in the region of Kabul at a great loss to the state exchequer.[45] A major motivation for this concession was probably a desire to expand trade with Iran and Turan. Continuing his father's engagement with the northwest, Shah Jahan also sanctioned a series measures along the Khyber route to promote commerce. As part of the

[34] Shireen Moosvi, 'The Silver Influx, Money Supply, Prices and Revenue Extraction in Mughal India', *Journal of the Economic and Social History of the Orient*, Vol. 30, No. 1, 1987, pp. 47-94; Najaf Haider, "Precious Metal Flows and Currency Circulation in the Mughal Empire," *Journal of the Economic and Social History of the Orient*, Vol. 39, No. 3, Money in the Orient, 1996, pp. 298-364.
[35] Abu'lFazl, *Āīn-iAkbarī*, tr. H. Blochmann, Asiatic Society, Calcutta, 1977, Vol. I, pp. 286-287.
[36] Ibid., p. 287.
[37] Ibid.
[38] Audrey Burton,*The Bukharans: A Dynastic, Diplomatic and Commercial History, 1550-1702,* Palgrave Macmillan, Surrey, 2007, p. 445.
[39] Banarasi Das, *Ardhakathanak: A Half Story*, tr. Rohini Chowdhury, Penguin Classics, New Delhi, 2009, p. 105.
[40] Riazul Islam,*A Calendar of Documents on Indo Persian Relations, 1500-1750*, Iranian Culture Foundation, Tehran, 1982, Vol. II, p. 207.
[41] William Foster (ed.), *English Factories in India*, *1637-1641*, Clarendon Press, Oxford, 1912, p. 135.
[42] Burton, *Bukharans*, p. 445.
[43] Abu'lFazl, *Āīn-iAkbarī*, Vol. I, p.292.
[44] Dale, *Indian Merchants*, p. 33.
[45] Burton, *Bukharans*, pp. 445-446.

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plan to invigorate commerce along that route, a bridges and caravanserais were constructed.[46] About Aurangzeb there is a dearth of specific evidence linking his policies with promotion of trans-continental overland trade. The information at hand is more of a general nature and seems to be concerned more with localised rectifications. For instance, we have the testimony of Khafi Khan on the taxes abolished by the emperor for encouraging mercantile operations.[47] Although the same source also points out that 'the royal prohibition had no effect, and faujdars and jagirdars in remote places did not withhold their hands from these exactions.'[48] The paucity of evidence, however, must not be taken as an indication of his ignorance about the significance of overland routes for Mughal political economy. That Aurangzeb found it necessary to convey the information pertaining to the steps taken by him to improve conditions of trade in a letter sent to the Shah of Iran underscores his alertness to the desirability of state support for commercial operations.[49]

b) Commercial Infrastructure

The term commercial infrastructure is a highly loaded one in that it subsumes within itself references to a whole range of activities with decisive consequences for the viability or otherwise of a commercial venture. In fact, given the vastness of the landscape that had to be traversed by convoys of merchants as caravans in order to earn on their investments, the state authorities came to realise their potential for revenue generation. Of the measures rolled out to cater to the needs of an ever-increasing number of traders tagging themselves to these caravans, the most important one was the setting up of caravanserais at regular intervals to provide shade, rest, and much needed space and time for inquiring about the local commercial conditions. According to Rossabi, the emergence of caravanserais as major institutions for promoting commerce took place in Islamic world[50], and the effortless ease with which they came to be diffused throughout the Islamic lands speaks volumes about their implications on the commercial character of a particular place. Apart from them, the other significant measures included the stationing of troops to root out banditry, construction of newer roads, etc.

So as far as the Mughals are concerned, it may be said that their response consisted of a package of initiatives that had elements of all these strands. Not only did they construct a series of caravanserais at regular intervals between major cities, but also provided newer and wider roads in order to facilitate caravan travel. Jahangir, for instance, ordered the construction of caravanserais provided with wells and mosques in places where robbery had been reported.[51] A host of shops also began to mushroom within these caravanserais.[52] Speaking of Jahangir's efforts to moderate the hardships faced by commercial agents, Thevenot said:

> The Road betwixt these two Towns is very pleasant; it is that famous Alley or Walk one hundred and fifty leagues in length, which king Gehangir planted with Trees, and which reaches not only from Agra to Dehly, but even as far as Lahore. Each half league is marked with a kind of Turret: There are threescore and nine or threescore and ten of them betwixt the two Capital cities, and besides there are little Serraglio's or caravanseras, from stage to stage for lodging travellers.[53]

The conditions prevailing along this route between Agra and Lahore has also been favourably commented upon by Richard Steel and John Crowther.[54]The reasons for greater emphasis on this particular stretch may be explained by the dense commercial traffic that it attracted. This could be gauged by the report of a Dutch official that every year goods laden on camels numbering between 20,000 and 25,000 reached Isfahan from Lahore.[55] Further, it was estimated that the costs incurred on transporting goods overland from Agra to Constantinople were lower than what had to be spent on Agra-Surat-Mocha-Constantinople route.[56]

The commercial constructions were also undertaken by other members of the royal family. Bernier spoke highly of a caravanserai constructed under the auspices of Jahan Ara. So impressed was he with its contribution to the local economy that he exultantly wrote:

> The karuansara is in the form of a large square with arcades, like our Place Royale, except that the arches are separated from each other by partitions, and have small chambers at their inner extremities. Above the arcade runs a gallery all round the

[46] Dale, *Indian Merchants*, p. 37.
[47] H.M. Elliot and J. Dowson (ed. & tr.),*The History Of India As Told By Its Own Historians*, Low Price Publications, New Delhi, 1867-1877, Vol. VII, p. 283.
[48] Ibid., pp. 247-248.
[49] Islam, *A Calendar*, Vol. I, p. 453.
[50] Rossabi, 'The decline', p. 354.
[51] Burton, *Bukharans*, p. 445.
[52] Iqtidar Alam Khan, 'The Kārwānsarāys of Mughal India: A Study of Surviving Structures', *The Indian Historical Review*, Vol. 14, No. 1, 1987, pp. 111-137.
[53] S. Sen (ed.), *Indian Travels of Thevenot and Careri*, Asian Educational Services, New Delhi, 2011, p. 57.
[54] Richard Steel and John Crowther, 'A Journall of the Journey of Richard Steel and John Crowther, from Azmere in India, the place of the Great Mogol's residence, to Spahan the Royall Seat of the King of Persia, in the Affaires of the East-Indian Society' in *Purchas His Pilgrimes*, John MacLehose& Sons, Glasgow, 1965, Vol. IV, pp. 266-278.
[55] H.W. van Santen, 'Trade between Mughal India and the Middle East, and Mughal Monetary Policy, c. 1600-1660', in *Asian Trade Routes*, ed. Karl R. Haellquist, Curzon Press, London, 1991, pp. 87-95.
[56] Ibid., p. 90.

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> building, into which open the same number of chambers as there are below. This place is the rendezvous of the rich Persian, Usbek, and other foreign merchants, who in general may be accommodated within empty chambers, in which they remain with perfect security, the gate being close at night. If in Paris we had a score of similar structures, distributed in different parts of the city, strangers on their first arrival would be less embarrassed than at present to find a safe reasonable lodging.[57]

The nobles were also expected to furnish funds for the establishment of caravanserais.[58]Abu'lFazl refers to Akbar raising contributions from amongst his nobles to set-up caravanserais along the trade routes.[59] Asaf Khan, the father-in-law of the Mughal emperor Shah Jahan, founded a caravanserai between Agra and Lahore.[60] That these utilitarian constructions were not the sole preserve of the royalty is brought out by Edward Terry who underscored the investments made by non-regal affluent people in the setting up of 'Sarraas, or make wells or tankesneere to high-wayes that are much travelled' out of charitable considerations.[61]

The Mughal caravanserais have been favourably commented upon by contemporary observers. The responsibility for running the affairs was entrusted to an official who saw to it that possessions of the lodged traders were properly looked after. This official was assisted by a staff in attending to minor chores.[62] Peter Mundy refers to the regular employment of women in Mughal caravanserais. Describing the tasks performed by them, he said:

Metrannes or Betearees are certen Woemen in all Saraes that looke to the litle rooms there and dresse the Servants meate, accomodateinge them with Cottesetts. needful to bee had; of these some have 2, some 3 or 4 roomes a peece, for which in the morning, wee pay 1 pice or 2 pice each.[63]

The financial costs of running these set-ups were met largely by the grants made by the royalty and other charitable individuals.[64]

To sum up, it may be noted that the commercial infrastructure prevailing under the Mughals was sufficiently robust to endure the needs and stresses of the passing caravans without any inordinate difficulty. In fact, it is not unfair to admit that had it not been for state's encouragement, it wouldn't have been feasible for Thomas Coryat, Richard Steel, etc., to travel in caravans laden with precious goods across regions infested by the unruly Afghans and Balochis.[65]

c) Direct Involvement

As far as the nature of involvement of the Mughal empire in trade in general is concerned, there is copious information that testify to participation of the Mughal emperors, princes and high officials on their own account conducted through informed intermediaries.[66] So, there is information about the ships engaged by them to partake in trade in regions as far as Southeast Asia and the Persian Gulf and Red Sea. Tavernier commented on the massive amounts of capital invested in trading ventures by the nobles in overseas trade ventures.[67] In most of these endeavours, the primary motive was profit and procurement of exotic goods that could act as purveyors of the might and splendour of their owners.[68] Therefore, mostly the services of men with proven track record in trade related matters was availed to direct the investments.[69] Sometimes the recourse was also made to unfair measures such as preventing the departure of ships going to the same port as to royal ships so that the latter could get there earlier and make good profit before the prices could come down by the deliveries of other ships. Thus, it is quite clear that the utilisation of trade for profit and acquisition of strategic goods such as horses and exotic goods was known intimately to the Mughal ruling class.

However, most of the action in this respect is observed in the case of maritime trade. When we move over to the overland trade, the information that we have is few and far between. Much of this probably stems from the precariousness that enveloped the overland routes branching towards the west and northwest because of the on-and-off volatile relations that the Mughals endured with the Safavid Iran and Uzbeg Turan respectively for much of the seventeenth century. This remained a potent factor that prevented the nature of

[57] Bernier, *Travels*, pp. 280-281.
[58] Wayne E. Begley, 'Four Mughal Caravanserais built during the Reigns of Jahāngīr and ShāhJahān', *Muqarnas*, Vol. I, 1983, pp. 167-179.
[59] Khan, 'The Karwansarays', p. 115.
[60] W.E. Begley and Z.A. Desai (ed.), *The Shah Jahan Nama of Inayat Khan*, Oxford University Press, Delhi, 1990, p. 282.
[61] William Foster (ed.), *Early Travels in India, 1583-1619*, Oxford University Press, London, 1921, p. 313.
[62] Sebastian Manrique, *Travels of Fray Sebastian Manrique, 1629-1643*, tr. Col. H.E. Luard, Hakluyt Society, Oxford, 1927, Vol. II, pp. 100-101.
[63] Peter Mundy, *The Travels of Peter Mundy, in Europe and Asia, 1608-1667*, ed. Sir Richard C. Temple, Hakluyt Society, London, 1914, Vol. II, p. 121.
[64] Ravindra Kumar, 'Administration of the Serais in Mughal India', *PIHC*, 39th Session, Hyderabad, 1978, pp. 464-478.
[65] For a brief account of Akbar's efforts to neutralize the Afghan threat, see Dale, *Indian Merchants*, p. 36. Also see Steel and Crowther, 'A Journall', pp. 270,272.
[66] Shireen Moosvi, 'Mughal Shipping at Surat in the First Half of the Seventeenth Century',*PIHC*, 51st Session, Calcutta, 1990, pp.308-320.
[66] Pedro Teixiera ,*The Travels of Pedro Teixiera*, tr. William Sinclair, Bedford Press, London, 1902, p. 122.
[67] Jean-Baptiste Tavernier, *The Six Voyages of John Baptista Tavernier*, London, 1678, Book I, Part II, p. 27.
[68] Chardin, *Travels*, Vol. I, p. 66.
[69] Elizabeth Lambourn, 'Of Jewels and Horses: The Career and Patronage of an Iranian Merchant under Shah Jahan', *Iranian Studies*, Vol. 36, No. 2, 2003, pp. 213-258.

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direct involvement of the Mughals in overland trade that we find with respect to the maritime trade.

But we must remain alert to extrapolating from the localised episodes of uncertainty generalised remarks about the entire period. In fact, starting from the time of Akbar itself, the agents acting in the interests of the emperors were sent on missions to procure choicest of exotic commodities for their patrons. For instance, in 1613, Jahangir sent one Muhammad Husain Chalabi to Constantinople in order to make purchases on his behalf.[70] The sending of agents was continued by Shah Jahan and Aurangzeb, and it is reported that both of them regularly sent agents to make purchases on their behalf in the Khanate.[71]Also, it has come down to us that some of the high ranking officials also transported vast quantities of goods overland to Iran and further beyond.[72] A corroborative evidence for the conveyance of immense quantities of goods through these channels comes out in the addition of the prefix 'Lahori' to indigo reaching the European markets via Lahore-Kandahar-Isfahan-Aleppo route.[73]

So, while the magnitude of the investments of the royal family in overland commercial ventures remains a moot question, there was no commensurate disregard of the overland channels. If anything, the state worked to harness the opportunities as and when they arose to utilise the trade for the nourishment of the dynastic foundations of the empire.

IV. Conclusion

Most of the time during the seventeenth century when Mughal empire was basking in the sunshine of splendour the trade was conducted through both overland and maritime channels. But any disturbance on any specific channel did not necessarily translate into reduction in the volume of trade. Instead, there was a seamless transfer of commodity flow to the more vigorous channel. For instance, throughout the seventeenth century the Mughals and the Safavids sparred over Kandahar. During these crises, the Safavids sought to curtail the supplies of superior breed of locally available horses from being transported to the Mughal domains.[74] But even their best efforts failed because they were effective only in curbing supplies via overland routes and much of the supplies during these periods came to be routed through maritime channels. So, the pull of profit at the Mughal ports triumphed over fear of Safavid reprisals for the agents involved in undermining the Safavid war efforts. Similarly, when the maritime routes came under strain at the turn of the eighteenth century, we once again find realignment in supplies with overland deliveries gaining an upper hand.[75]There are several other instances as well that testify to this resiliency of trade against machinations to distort its fairness and Mughals deserve credit for their efforts in making it happen.[76]

[70] Riazul Islam, *Indo-Persian Relations: A Study of the Political and Diplomatic Relations between the Mughal Empire and Iran*, Iranian Culture Foundation, Tehran, 1993, p. 71.
[71] Burton, *Bukharans*, p. 448.
[72]William Foster (ed.), *English Factories in India*, *1634-1636*, Clarendon Press, Oxford, 1911, p. 72.
[73] Francisco Pelsaert, *Jahangir's India*, tr. W.H. Moreland, W. Heffer& Sons Ltd., Cambridge, 1925, p. 30.
[74] William Foster (ed.), *English Factories in India, 1637-1641*, Clarendon Press, Oxford, 1912, p. 301.
[75] Jos J. L. Gommans, 'The Horse Trade in the Eighteenth Century South Asia', *Journal of the Economic and Social History of the Orient*, Vol. 37, No. 3, 1994, pp. 228-250.
[76] For an assessment of the Mughal efforts to rescue the maritime trade from European subversion see Aasim Khwaja, 'Mughals and the "maritime dynamic" along the maritime frontier in Gujarat, c. 1572-1759', *International Journal of Maritime History*, Vol. 31, No. 2, 2019, pp. 402-415.

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Assessment of Student Housing Satisfaction among Students of University of Lagos

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Abstract- Presently, there is a growing concern over the issue of the quantity and quality of the student housing provided by Tertiary Education Institutions in Nigeria for their students. This study presents an attempt to investigate the factors influencing the choice of student housing and the level of satisfaction derived by students of the University of Lagos from the student housing provided to them. The study relied on SPSS v. 22 to analyze the data obtained from relevant respondents. The study found that a considerable number of students reside on-campus. Furthermore, results from the data analysis suggest that the availability of on-campus housing is the factor that most influences the students' choice. The results also indicated that the students of the University of Lagos are neither satisfied nor dissatisfied with the student housing provided by the University.

Keywords: *choice, satisfaction, on-campus housing, student housing, university of lagos.*

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Assessment of Student Housing Satisfaction among Students of University of Lagos

Adilieme, Chibuikem Michael

Abstract- Presently, there is a growing concern over the issue of the quantity and quality of the student housing provided by Tertiary Education Institutions in Nigeria for their students. This study presents an attempt to investigate the factors influencing the choice of student housing and the level of satisfaction derived by students of the University of Lagos from the student housing provided to them. The study relied on SPSS v. 22 to analyze the data obtained from relevant respondents. The study found that a considerable number of students reside on-campus. Furthermore, results from the data analysis suggest that the availability of on-campus housing is the factor that most influences the students' choice. The results also indicated that the students of the University of Lagos are neither satisfied nor dissatisfied with the student housing provided by the University. The respondents also indicated a willingness to stay in the on-campus student housing if the conditions, services, and facilities are improved. Consequently, this study recommends that the University of Lagos should consider providing more on-campus housing and improving the quality and facilities of the hostels presently available. Also, these improvements can equally attract an increment in the hostel fees, to cover the cost of providing those facilities and services.

Keywords: choice, satisfaction, on-campus housing, student housing, university of lagos.

I. Introduction

Student housing promotes the active participation of students in school activities. It also plays an essential role in the attainment of quality education (Abdul Razak, Shariffuddin, MohdPadil, and Hanafi, 2017, Adama, Aghimien, and Fabunmi, 2018). Nonetheless, there is a noticeable inadequacy of decent student housing among public tertiary education institutions in Nigeria (Adama et al, 2018).The importance of good student housing cannot be exaggerated. Price, Matzdorf, Smith, and Agahi (2003) revealed that the availability of university-owned student housing is one of the significant factors that influence student choice of university in the United Kingdom. Furthermore, student housing also impacts the output as well as the academic performance of the students. Owolabi (2015) revealed that students staying on-campus perform better in their academics than students who reside off-campus.

Despite the well-established benefit of student housing, there is an enormous student housing deficit among the tertiary education institutions in Nigeria. According to the National Universities Commission (NUC) in 2018, the student housing provided by tertiary education institutions in Nigeria only meets 30% of the demand by students.

The issue bedeviling student housing in Nigeria is not just with the quantity of supply. The tertiary education institutions are also plagued by the problems of quality, and satisfaction derived from the available facilities (Aluko, 2011; Adewunmi, Omirin, Famuyiwa, and Farinloye, 2011; Ehiemere, Egbenta, and Ogbu, 2013; Oladiran, 2013;Akinpelu, 2015). In assessing the housing situation among students of public tertiary institutions, Oladiran (2013) revealed the issue of inadequate supply of student housing at the University of Lagos. While Aluko (2011) found that there is a high level of dissatisfaction with the poor state and condition of the available student housing facilities in the University of Lagos. The study also noted the inadequacy of the existing facilities, which has invariably created a high occupancy ratio and led to overutilization of the available resources putting the facilities in deplorable conditions. On the other hand, Ehiemere et al. (2013) concluded that though public hostels are relatively better than private hostels situated in Enugu, they do not fully conform to the NUC standards for space allocation in tertiary education institutions.

From the foregoing, there is a growing concern over the issue of the quantity and quality of the student housing provided by Universities in Nigeria for their students. There is also the issue of the challenges faced by students in seeking alternatives when they cannot access on-campus housing. Thus, there is the need to enquire about the choice of student housing, the factors influencing it, and the level of satisfaction derived by students of the University of Lagos from the student housing provided. This study will be of immense benefit to all stakeholders – school authorities and students of the University of Lagos.

II. Literature Review

a) Concept of Student Housing

Sawyerr and Yusof (2013) view student housing as a set of accommodation provided by the school authority within the campus to house the students with rules and obligations put in place to monitor the behaviors of the said students and chargeable fees paid by them to have access to the use of these accommodations. They noted that these accommodations are fitted with shared facilities that

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may be based on floor levels or between specific numbers of rooms. On their part, Ghani and Sulaiman (2016) observed that student housing is commonly referred to by different names, among which the following are predominant: accommodation, dormitory, hall of resident, and hostel.

In terms of classification of student housing, Ghani and Sulaiman (2016) classified student housing into two types, which are location based. They are on-campus student housing and off-campus student housing. Student housing units located in the Tertiary Education Institution premises are on-campus student housing and in some literature are referred to as 'hall of resident' (resident-hall). While off-campus student housing are those housing units located outside the Tertiary Education Institution. These off-campus student housing are usually provided by private developers to fill the student housing demand due to inadequate supply of on-campus housing. This is done in exchange for rent (Hammad et al. 2013). It is imperative to point out that there are off-campus student housing that are delivered through PPP arrangements between private developers andschool authorities (Babatunde and Perera, 2017).

In terms of the on-campus housing standards, Ehiemere et al. (2013) citing the NUC standards guide for universities (2004) highlighted that student housing for tertiary education institutions in Nigeria is two principal types; single rooms, and double rooms. The single rooms for one student's occupation should measure about 13.2 m^2 in floor area and will contain: bed, wardrobe, drawer unit, bedside table, worktable, shelf unit, and chair. The double room for two students' occupation should measure about 19.2 m^2 and should have twice the items found in the single room. The study noted that the guide provides a useable area of 10.20 m^2 allotted to the student. According to Ehiemere et al. (2013), the guide made provisions for bathing/sanitary facilities, common rooms, dining, audio-visual, computer center, shopping, space for recreational and social activity, and kitchen.

III. Factors influencing Choice of Student Housing

In examining the factors influencing choice of housing among students of Universiti Teknologi Mara, Malaysia, Abdul Razak, Shariffuddin, Mohd Padil, and Hanafi (2017) found that the students preferred off-campus housing to on-campus housing, and the factors that influence that choice are freedom, and satisfaction, preferences, and lifestyles as well as living with friends.

Sen and Antara (2018) evaluated the factors that influenced students in Bangladesh to choose off-campus housing. The study found that the primary factor was the limited supply of on-campus housing, while other factors include comfort, safety, and privacy, among other factors. The study observed that most people staying in off-campus housing would be unwilling to change to on-campus housing.

Studies on factors influencing the choice of student housing in Tertiary Education Institutions in Nigeria include but not limited to Oyetunji and Abidoye (2016) for Federal University of Technology Akure, Adebiyi, Tanko and Oyetunji (2017) for University of Benin, Adama, Aghiemen and Fabunmi (2018) for Oduduwa University Ipetumodu.

Oyetunji and Abidoye (2016) evaluated the factors influencing the choice of housing among students of Federal University of Technology Akure using the weighted mean score and discriminant function analysis. The study analyzed thirteen (13) factors to determine the factors that are very important in choosing student housing. Of the thirteen factors analyzed, the findings of the study revealed that proximity to campus, the rental value of property, and type of dwelling are the main factors that influence students' choice. The study noted that neighborhood attributes are not an influencing factor.

While Adebiyi, Tanko, and Oyetunji (2017) assessed the factors influencing the choice of housing among first-year students of the University of Benin using the Relative importance index (RII). The study found out that income of parents or sponsors, price of accommodation, gender of other occupants, proximity to classrooms and other places of interest, security, the age of the student, privacy, availability and frequency of supply of utilities, size of the accommodation and the conduciveness of the environment were the most important factors that students considered in choosing student housing in the University of Benin.

Adama, Aghiemen, and Fabunmi (2018) assessed the factors influencing the choice of housing among students of Oduduwa University Ipetumodu. The study applied the mean score and the Mann-Whitney U Test. The results revealed that the most important factors influencing students' choice of residence are: accommodation fee, quality of the environment, need for privacy, the influence of friends/desire to be close to friends, and the number of students within the building. This study, which was scoped to a private university, is instructive because it suggests that the choice of housing by students of private and public universities in Nigeria is influenced by similar factors.

From the preceding, there is a consensus by the various reviewed studies that the factors influencing the choice of student housing range from the availability of housing to personal taste and preference of the student. Thus, it is necessary to determine if the choice of housing among students of the University of Lagos is influenced by the availability of housing or other factors.

a) Student Housing Satisfaction

There is an abundance of studies on students' assessment of the satisfaction derived from housing

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facilities provided by public tertiary education institutions in Nigeria, particularly the University of Lagos. Studies which include but not limited to (Aluko, 2011; Adewunmi et al., 2011; Oladiran, 2013; Akinpelu, 2015) have revealed a general dissatisfaction expressed by students in those tertiary education institutions.

Akinpelu (2015) found that the students of the Polytechnic Ibadan were unsatisfied with the housing provision made by the institution. The study highlighted the issue of inadequacy of the facilities provided for the students and the poor maintenance and state of obsolescence of the existing facilities. The hostels had a shortage of chairs, tables, shelves, kitchenettes, cafeteria, internet facility, recreation facility, and waste disposal facility. The findings are in agreement with the study of Sawyerr and Yusof (2013).

In terms of housing satisfaction studies focused on the University of Lagos, Adewunmi et al. (2011) assessed the satisfaction derived by occupants of Erastus Akingbola hall, a privately built postgraduate hostel donated to the University of Lagos. The study used the mean score of occupants' response to 29 performance elements to gauge the satisfaction level of the occupants. The results from the study revealed satisfaction with cleanliness, lighting, the temperature in the building, comfort level, natural ventilation, visual privacy, amount of space, conveniences, car parking, fire safety, security, and air quality. The results also revealed occupants' dissatisfaction about internet facilities, noise from outside the building, common room space, interior design of the rooms, the telephone system, cooking facilities, air quality within the building, window type, room temperature during the dry season and response time to maintenance issues. The study is instructive because it revealed the willingness of occupants to pay more for the provision of those essential services.

Another study, Oladiran (2013),revealed the inadequate supply of hostel accommodation at the University of Lagos, which has resulted in the problem of overcrowding. Thus, the study noted the inadequacy of the facilities fitted to serve the students. In terms of satisfaction, by employing the mean score and spearman's correlation to analyze students' responses. The study found that the level of satisfaction of the students with the hostel accommodation is 'good' in terms of noiselessness, indoor temperature, natural lighting, ventilation, and water supply, while it is 'fair' with electrical fittings, space, cleanliness and comfort ability. There is a general dissatisfaction with the maintenance culture, support services, and state of facilities. The study concluded that the accommodation and facilities in the hostels require improvement.

The findings of Oladiran (2013) agrees with the findings of Aluko (2011) which revealed the presence of dissatisfaction among students of University of Lagos with the poor state and condition of available student housing facilities, the inadequacy of the existing facilities which has created high occupancy ratio has invariably led to overutilization of the available resources putting the facilities in deplorable conditions.

Nonetheless, some of the findings of Oladiran (2013), to an extent, conflicts with some of the findings of Adewunmi et al. (2011). Oladiran (2013) generalized the issue of overcrowding, while Adewunmi (2011) observed that in Erastus Aking bola hall, a post-graduate hall, there is no issue of overcrowding. Also, the 29 performance metric considered and analyzed by Adewunmi et al. (2013) is more comprehensive.

b) Housing Situation at the University of Lagos

University of Lagos, a leading public university in Nigeria, provides housing to her students in the form of fifteen (15) student hostels. They include

Name	Population being served
Amina Hall	Undergraduate (Female)
Biobaku Hall	Undergraduate (Male)
El-Kanemi Hall	Undergraduate (Male)
EniNjoku Hall	Undergraduate (Male)
Erastus Akingbola Hall	Postgraduate (Mixed)
Fagunwa Hall	Undergraduate (Female)
Jaja Hall	Undergraduate (Male)
Henry Carr Hall	Postgraduate (Mixed)
Honours Hall	Undergraduate (Female)
KofoAdemola Hall	Undergraduate (Female)
Madam Tinubu Hall	Undergraduate (Female)
MakamaBida Hall	Undergraduate (Female)
Mariere Hall	Undergraduate (Male)
Moremi Hall	Undergraduate (Female)
Sodeinde Hall	Undergraduate (Male)

Despite the availability of hostel accommodation, the University of Lagos experiences a huge student housing challenge. The former Vice-Chancellor, Professor Rahmon Bello, reported in 2017 that the available student housing could only accommodate about 8,000 out of the 58,000 student population. This indicates a deficit of over 32,000bedspaces. The hostels are allocated to students through a random ballot process. Priority is accorded to the following groups of students: first-year students, final year students, international students, students' union executives, sportsmen and women, full-time postgraduate students. Nonetheless, all students enjoy common on-campus facilities of catering, sports and recreation, club and association, and health services (Aluko, 2011; Babatunde and Perera, 2017).

Aluko (2011) and Adewunmi et al. (2011) have revealed the dissatisfaction of students towards the state of the on-campus student hostels. Nevertheless, this dissatisfaction does not extend to the off-campus

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student hostels such as Emerald hostel, which was delivered through a PPP arraignment between the University of Lagos and private sector stakeholders. Babatunde and Perera (2017) revealed the general satisfaction expressed by female occupants of Emerald Hostel on the state of the hostel.

IV. Research Methods

To achieve the aim of the study, questionnaires were administered to a sample of 253 students selected at random, representing undergraduates and postgraduates to gauge their level of satisfaction with the housing and also to rank the factors influencing their choice of housing.

The study used the weighted mean score of responses obtained from the 5 points Likert scale to rank the factors influencing the choice of housing among students. The factors adopted for the study are adapted from the review of relevant literature. The elements under consideration are *the availability of on-campus housing, quality of the on-campus housing, privacy, security, income of sponsors, hostel fees, proximity to school activities, and availability of off-campus housing.*

Furthermore, the weighted mean score was also used to gauge the level of satisfaction derived by students from various student housing elements. This approach was also adopted in dewunmi et al. (2011). The elements under consideration include: *State of the hostel facilities, availability of facilities serving the hostels, response time to repairs and maintenance, electricity/power supply water supply, internet facility, privacy of the hostel, number of occupants in a room, cleanliness of the hostels, noise levels of the hostel, transport system from hostel to classrooms, fees paid for accommodation.*

V. Analysis of Responses and Discussion of Results

Table 1: Demographic characteristics of respondents

Characteristic	Categories	% of respondents
Gender	Male Female	51.6 48.4
Level of Study	Undergraduate Postgraduate	73.1 26.9
Mode of Housing	On-Campus (Hostel accommodation) Off-Campus	67.7 32.3

In terms of the demographics of the respondents, there was a balance in the gender distribution of the questionnaire. The male respondents represented 51.6% of the total respondents, while the female respondents were 48.6%. Undergraduates represented 73.1% of the respondents, while the remaining 26.9% were full-time postgraduate students. 67.7% of the respondents reside in the school hostel, while 32.3% lived off-campus. The implication of this is that despite the established issue of inadequacy of on-campus accommodation, a considerable percentage of the student population reside within the school campus.

Table 2: Factors influencing the choice of housing among students

Factor	VI	I	In	LI	NI	Mean	Rank
Availability of hostel	182	60	8	0	3	4.65	1
Security	185	49	14	3	2	4.63	2
Proximity to school activities	172	57	19	5	0	4.57	3
Quality of the hostel	147	79	19	5	3	4.43	4
Income of sponsors	140	76	27	5	5	4.35	5
Personal Privacy	117	95	38	3	0	4.29	6
Hostel fees	110	114	19	5	5	4.26	7
Availability of off-campus housing	82	76	63	11	21	3.74	8

The scale used for rating is represented as follows: VI, very important, (5); I, important, (4); in, indifferent, (3); LI, less important, (2); NI, not important, (1)

The weighted mean score of the various factors analyzed suggests that the factor that has the most influence on the choice of housing among students of University of Lagos is the availability of student hostel with a score of 4.65, followed closely by security with a mean score of 4.63, which is followed by the following factors: proximity to school activities, quality of the hostel, income of sponsors, personal privacy, hostel

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fees and availability of off-campus housing with mean scores of 4.57, 4.43, 4.35, 4.29 and 3.74 respectively.

This ranking implies that on-campus student housing is the best option since the consideration of most respondents is on the availability of hostels, security, proximity to school activities, and quality of the hostel.

Table 3: Student levels of satisfaction with hostel facilities

Satisfaction Criteria	SS	S	N	D	SD	Mean	Level
Electricity/Power supply	101	93	35	11	13	4.02	Satisfied
Fees paid for accommodation	49	109	49	27	19	3.56	Satisfied
Transport system from hostel to classrooms	60	95	49	22	27	3.55	Satisfied
Water supply	38	84	71	27	33	3.26	Neutral
Privacy of the hostel	22	57	76	60	38	2.86	Neutral
Number of occupants in a room	35	66	35	57	60	2.84	Neutral
Cleanliness of the hostels	25	68	38	46	76	2.68	Neutral
Noise levels of the hostel	22	54	54	63	60	2.66	Neutral
Availability of facilities serving the hostel	8	46	46	101	52	2.43	Dissatisfied
Internet facility	16	44	52	63	78	2.43	Dissatisfied
State of the hostel facilities	16	33	54	76	74	2.37	Dissatisfied
Response time to repairs and maintenance	2	38	63	76	74	2.28	Dissatisfied
Average Satisfaction level						*2.91*	Neutral

The scale used for rating is represented as follows: SS, strongly satisfied, (5); S, satisfied, (4); N, neutral, (3); D, dissatisfied, (2); SD, strongly dissatisfied, (1)

To be able to quantify the degree of satisfaction for each criterion of performance, the following criteria based on a graduated scale of 1-5 was adapted from Adewunmi et al. (2011):

- if the mean response is less than or equal to 1.49, then the respondents are "strongly dissatisfied";
- if the mean response is between 1.50 and 2.49, then the respondents are "dissatisfied";
- if the mean response is between 2.50 and 3.49, then the respondents are "neutral";
- if the mean response is between 3.50 and 4.49, then the respondents are "satisfied"; and
- if the mean response is between 4.50 and 5, then the respondents are "strongly satisfied"

The results indicate mixed levels of satisfaction with elements of student housing. There was no indication of a strong satisfaction in any element of the student housing. The respondents were satisfied with the power supply, fees paid for hostel accommodation, and transport system within the university. The respondents were neither satisfied nor dissatisfied with the water supply, privacy of the hostel, number of occupants, cleanliness of the hostels, and noise level of the hostels. The respondents were dissatisfied with the availability of facilities, internet facility, state of the hostel facilities and response time to repairs, and maintenance. Consequently, the aggregate of the satisfaction levels of the various elements indicates that the students of the University of Lagos are neither satisfied nor dissatisfied with the student housing provided by the University.

Table 4: Willingness to stay in on-campus housing

Factor under consideration	Response	%
Willingness to stay in the hostel if there is an improvement in the facility and services provided	Yes No	92.5 7.5
Willingness to pay an increased fee for that improved facility and service.	Yes No	49.5 50.5

An overwhelming percentage (92.5) of the respondents indicated willingness to choose on-campus student housing if there are improvements in the facilities and services provided. However, in terms of the willingness to pay an increased fee, it was an evenly split choice as 49.5% of the respondents indicated a willingness to pay an increased fee for improved facilities and services, while 50.5% were unwilling.

VI. Conclusion and Recommendations

The study investigated the factors influencing the choice of student housing and the level of

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satisfaction derived by students of the University of Lagos from the student housing provided to them. Firstly, the study found that there was on-campus student housing provided for both full-time undergraduates and full-time post graduate students. Furthermore, a considerable number of students reside on-campus. The study found that out of the eight factors considered, the availability of on-campus housing is the factor that most influences the choice of student housing. Other important factors in descending order are security, proximity to school activities, quality of the hostel, the income of sponsors, personal privacy, hostel fees, and availability of off-campus housing.

In attempting to gauge the satisfaction levels of students, the study considered twelve elements. Out of these elements, the study observed mixed levels of satisfaction with the elements of student housing. Firstly there was neither any indication of a strong satisfaction nor a strong dissatisfaction with any of the elements considered. The respondents were satisfied with the power supply, fees paid for hostel accommodation, and transport system within the university. The respondents were neither satisfied nor dissatisfied with the water supply, privacy of the hostel, number of occupants, cleanliness of the hostels, and noise level of the hostels. The respondents were dissatisfied with the availability of facilities, internet facility, state of the hostel facilities, and response time to repairs and maintenance. Accordingly, the aggregate of the satisfaction levels of the various elements suggests that the students of the University of Lagos are neither satisfied nor dissatisfied with the student housing provided by the University.

The study recommends that the University of Lagos consider providing more on-campus housing. Furthermore, the authorities should also consider improving the quality and facilities of the hostels presently available. Also, these improvements can equally attract an increment in the hostel fees, to cover the cost of providing those facilities and services.

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Sample Questionnaire

Kindly tick or answer where applicable

SECTION A

1. Gender: Male…… Female ……..
2. Level: Undergraduate …… Postgraduate……..
3. Mode of housing: Hostel ☐ Off-Campus ☐

SECTION B

For each variable, Kindly tick between 5-1, with 5 indicating 'very important' and 1 indicating 'not important' to show the factors that influenced your choice of accommodation

Variable	Very Important (5)	Important (4)	Indifferent (3)	Less Important (2)	Not important (1)
Availability of hostel					
Quality of the hostel					
Personal Privacy					
Security					
Income of sponsors					
Hostel fees					
Proximity to school activities					
Availability of off-campus housing					

SECTION C

For each variable, Kindly tick between 5-1, with 5 indicating 'strongly satisfied' and 1 indicating 'strongly dissatisfied' to show the satisfaction with the student housing.

Variable	Strongly Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Strongly dissatisfied (1)
State of the hostel facilities					
Availability of facilities serving the hostel					
Response time to repairs and maintenance					
Electricity/Power supply					
Water supply					
Internet facility					
Privacy of the hostel					
Number of occupants in a room					
Cleanliness of the hostels					
Noise levels of the hostel					
Transport system from hostel to classrooms					
Fees paid for accommodation					

4. Will you be willing to stay in the hostel if it is improved (in terms of quality of facilities and services
   Yes ☐ No ☐
5. Will you be willing to stay in the hostel if it is improved and the fees are increased (by say 100 to 200% of the current fee)
   Yes ☐ No ☐

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Development of Instructional Model based on Indonesian National Qualification Framework to Improve Soft Skills Students in Vocational Technology

By Julaga Situmorang, Siman & Yuniarto Mudjisusatyo
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Abstract- This study aims to develop a learning model based on the framework of Indonesia's national qualifications in an effort to improve students' vocational high school soft skills in North Sumatra Province. To produce operational products, namely the Indonesian National Qualification Framework (KKNI) based learning model, a cycle of research and development was carried out known as "the R & D cycle" which was carried out in stages over a period of three years. Quasi-experimental method with the design of "Pretest-Posttest Control Group" was conducted in order to draw the effect of learning model developped and used ttest to determine effectiveness of the learning model developped. As the result of this study are that the students achievements about soft skills in experimental class (Mean= 83.7) is found higher than that with control class (Mean =73.5),where both are significantly different.

Keywords: *soft skills, learning model, kkni, technology vocational school.*

GJHSS-H Classification: *FOR Code: 330199*



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Development of Instructional Model based on Indonesian National Qualification Framework to Improve Soft Skills Students in Vocational Technology

Julaga Situmorang [α], Siman [σ] & Yuniarto Mudjisusatyo [ρ]

Abstract- This study aims to develop a learning model based on the framework of Indonesia's national qualifications in an effort to improve students' vocational high school soft skills in North Sumatra Province. To produce operational products, namely the Indonesian National Qualification Framework (KKNI) based learning model, a cycle of research and development was carried out known as "the R & D cycle" which was carried out in stages over a period of three years. Quasi-experimental method with the design of "Pretest-Posttest Control Group" was conducted in order to draw the effect of learning model developped and used t- test to determine effectiveness of the learning model developped. As the result of this study are that the students achievements about soft skills in experimental class (Mean= 83.7) is found higher than that with control class (Mean =73.5),where both are significantly different. As a whole, the results showed that the performance of instructional model developed more effective to improve soft skills of students' vocational high school.

Keywords: soft skills, learning model, kkni, technology vocational school.

I. Introduction

Conceptually, competency-based curricula can be recognized as one of the means for implementing teaching and learning processes in the classroom to provide and broaden students' insights about knowledge, skills and other basic values in the hope that they can be reflected in the habits of thinking and acting. However, students have a very strong dependence on how they are treated by educators. That is, the success of students / students mastering competencies (learning outcomes) with regard to how lecturers / teachers practice learning systems in the implementation of learning.

The main problem in conceptually based Indonesian National Qualification Framework (KKNI) is how to relevance competencies (learning outcomes) with the framework of Indonesia's national qualifications contained in the planning and readiness of teachers / lecturers to manage their learning in order to achieve the desired competencies in students effectively , efficient, and interesting. Graduates' competencies for all educational institutions are related to *hard skills* and *soft skills*. In this regard, in general, education today is more about the development of hard skills (90%) than the development of *soft skills* that are only 10% [1]. In fact, the results of research in Europe show that a person's success in the business world is 80% determined by his *soft skills*and only 20% is determined by his *hard skills*.. This means that they prioritize *soft skills* rather than *hard skills for* graduates of educational institutions. The survey findings are in line with the opinion of Bergh, et al.[2] which states that the human resources (HR) that will be able to exist in the 21st century are those who have *soft skills* strong, in the form of the ability to think creatively, productively, make decisions, solve problems, learn how to learn, collaborate, and self-management.

Workers often complain that workers from educational institutions who do not have good soft skills generally cannot stand the world of work, are not honest, get bored quickly, cannot work together, and cannot communicate verbally or write reports with good [3]., various survey results also show that in recruiting workers almost all companies prioritize *soft skills* applicants'rather than their *hard skills* [4].

From the description above, it can be concluded that reliable graduates from educational institutions expected by the business / industry are graduates who have high *soft skills* . If these reliable graduates are specified as graduates of Vocational High School (SMK), it means that the teaching staff (teachers) in Vocational Schools are required to first understand and have *soft skills* as expected by the business / industry to then form and / or develop them in their students through teaching and learning strategies. The logical consequence is that all Educational Teaching Institutions (LPTKs), including the UNIMED Faculty of Engineering's Mechanical Engineering Education Study Program, which will produce prospective teaching staff

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at Vocational Schools must also be able to form and develop these *soft skills* to their students as long as they attend college on campus. For this reason, the need for teachers / lecturers to design learning that can shape and develop *soft skills* that are clear and systematic, through needs analysis and developed by accommodating the demands of various stakeholders, and getting full support and commitment from all teaching staff (lecturers / teachers) in their implementation.

The implementation of the competency-based curriculum has been started in Vocational Schools since the 2006 school year. However, based on the results of the questionnaire given to students about the achievements of the *soft skills* designed in the learning implementation plan it turns out that it has not been in line with the target. Based on the survey of the practical learning process there were several problems. First, most students do not have the willingness to do the best and the standard or prioritize perfection, there is a tendency to just fulfill the task. Second, lack of systematic, well-coordinated work habits that reflect efficient and effective work. Third, lack of work independence, there is a tendency towards dependence on friends and teachers so that there are often process errors or products. Fourth, lack of initiative or creative ideas when encountering problems in the process or product, so the results are not optimal [5].

These problems are due to the learning pattern so far emphasizing the mastery of *hard skills* and giving less portion to the efforts to develop *soft skills* so that they are side by side with *hard skills*.

This is thought to be caused by the learning strategies implemented not relevant to the characteristics of the field of study and the characteristics of students, as stated by Reigeluth [6] that results that are effective, efficient and interesting are determined by the suitability of learning strategies with the characteristics of the study area and participants. Effective learning strategies are closely related to learning models. Kauchak and Eggen [7] suggest that learning strategies are wrapped by learning models. Therefore, the assessment of learning strategies requires an assessment of the learning model. That is why the focus of the problems in this study were examined from the aspect of the learning model. The field of study or field of expertise in this study is limited to the field of design and construction, namely the design of metal splicing concentration machine elements.

The main problem in conceptual learning of vocational technology competencies is how to relevance learning outcomes with the Indonesian National Qualifications Framework contained in the planning and readiness of teachers to manage their learning in order to achieve the desired competencies in students, effectively, efficiently, and attractively, especially in field of welding technology. Achievement of learning outcomes is determined by the learning model applied. Therefore, the focus of the problem in this study is the development of an IQF-based learning model that can improve students' soft skills.

In this regard, the formulation of the problem in this study is:

How is the effectiveness of the Indonesian national qualification framework (KKNI) based learning model developed in an effort to improve students' soft skills?

II. Literature Review

From the report SCANS identifies 5 (five) competencies and 3 (three) basic parts of a person's skills and qualities to be able to handle work, namely: *The five competencies*: (a*) resources: identifies, plans, and allocates resources; (b) interpersonal: works well with others; (c) information: acquires and uses information; (d) systems: understands complex interrelationships; (e) technology: works with a variety of technologies. The three-part foundation consists of: (a) basic skills: reads, writes, performs arithmetic and mathematical operations, listens, and speaks effectively; (b) thinking skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons; (c) personal qualities: display responsibilities, self-esteem, sociability, self-management, integrity, and honesty.*

Competence is a basic characteristic that consists of skills, knowledge and other personal attributes (*soft skills*) that are able to distinguish a person from *performing* and not *performing.* Spencer & Spencer [10] classifies competencies as basic characteristics, causal relationships and reference criteria as follows: 1) Basic characteristics are competence as part of an individual's personality and can predict behavior in situations and tasks, namely: a) motives as encouragement from self someone consistently to take an action; b) nature / character, namely physical characteristics and consistent responses to situations or certain information; c) self-concept, namely the values of attitudes or self-image possessed by individuals; d) knowledge, namely information that someone has for a particular field; and e) skills, namely the ability to carry out tasks physically or mentally. 2). Causal relationships are competencies that cause and predict behavior and performance. Motive competency, character / self-concept can predict behavioral actions that can ultimately predict performance results. 3). Reference criteria are the most critical competencies that can distinguish competencies with high or average performance. Thus vocational competence is a manifestation of one's abilities and skills to carry out overall vocational tasks in accordance with the expected standards in a real work environment.

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Soft skills are non-technical competencies that point to personality characteristics. This can be seen in a person's behavior, both when interacting in social situations, language skills, personal habits, or important traits to support optimistic behavior. Based on this, it can be said that *soft skills* are the strength of oneself to change or to overcome various work problems. Mastery *soft skills* of students'is the essence of competence that must be mastered and measured through performance during learning. Learning *soft skills is* seen as part of the effort to form a professional attitude. This attitude will influence behavior caring for quality, fast, right, and efficient, respecting time and reputation (Djoyonegoro, 1998). The attitude formation must be carried out from the beginning through the process of habituation to work that is developed and harmonized with learning needs.

Wagner [11] emphasizes seven *survival skills* that have important values in this 21st century era. When examined, *skills* theseare *soft skills,* namely: (1) critical thinking and problem solving, 2) collaboration through networks and leading with influence, (3) agile and able to adapt, 4) initiative and entrepreneurship, (5) effective communication both written and unwritten, (6) accessing and analyzing information; and (7) imagination and imagination. Thus, mastery of *soft skills is* important so that graduates are able to survive various work challenges.

Soft skills can be observed through performance such as speaking ability that reflects ideas and information, or clearly explains a topic, is easy to understand topics that are unknown, able to interact and work cooperatively in groups. A person with high mastery of *soft skills* will reflect abilities that exceed the capacity as a workforce. This ability arises because the person concerned is independently able to move internal processes to continue learning, trying and finding something that benefits his work or for self-development. Thus *soft skills are* important to master because they are needed by someone to develop themselves in doing work.

Learning is *Soft skills* packaged using an integration model with some ease of consideration. This means that the implementation of learning follows thelearning pattern *hard skills* implemented in accordance with the applicable curriculum implementation, does not require special funding and is more useful for strengthening *hard skills*.learning of *softs skills* Integratedis implemented with aapproach *connected model*, and *nested models* [12]

The integration of *connected models* emphasizes the relationship between *soft skills* and *hard skills* on every topic, concept, skill, and with the world of work today and in the future. *Nested models are* oriented towards achieving *multiple skills* and *multiple targets*. With this model, learning *soft skills* will be easily achieved because *soft skills* integratedare not forced. Every learning activity in it already has *soft skills* that are measured through learning targets.

Richey [13] defines the model as an illustration that results from the fact that it has an arrangement of a certain sequence. According to him the model can be used to organize knowledge from various sources then used as a stimulus to develop hypotheses and construct theories into concrete terms / conditions to apply them to practice or test theories.

Gustafson and Branch [14] which emphasizes the practical function of a model that is a means to facilitate communication, or regular instructions (algorithms) that are prescriptive in order to make decisions, or planning instructions for management activities. Furthermore, it is said that a good model is a model that can help the user to understand what the overall process is fundamentally. The basis of a good model is the connection of several theories. Thus, it can be said that the benefits of the model for the user include: (1) explaining several aspects of human behavior and interaction, (2) integrating what is known through observation and research, (3) simplifying complex humanitarian processes, (4) guidelines to carry out activities.

In relation to learning, the learning model serves to direct educators to design learning that is used as a guide in the implementation of learning in order to achieve effective, efficient, attractive, and humanistic learning. Joice [15] explains the learning model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials and for determining learning tools and directing us to design learning to help learning participants so that learning objectives are achieved.

Kaufman and English [16] distinguish 3 (three) types of development models to determine which ones are appropriate and appropriate to use, namely: (1) inductive models, which depart from students' current behavioral experiences, then grouped, compared, developed and finally evaluated for revisions, (2) deductive models, beginning with determining general goals, determining criteria, finding links between existing / partner elements, collecting data, formulating specific objectives, developing and implementing, then evaluating and revising , (3) classic models, starting with some general requirements of objectives, program development, program implementation, then evaluated and revised.

The University Consortium for Instructional Development and Technology (UCIDT) presents a model that can be applied to the development of learning [17] The model includes 3 (three) stages: definition, development, and evaluation, divided into 9 (nine) with each of the 3 (three) steps and are interrelated with each other, namely:

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Level I: Defining, including 1) Identifying the problem. In this first step what is done is identifying the problem, namely the gap between what is expected and the one that exists. More specifically, determine the conditions, what and what should be achieved by students, 2) The second step is the analysis of the situation, namely in an environment such as what learning is carried out, including students, learners (teachers), managers, and sources or materials learning, 3) The third step is organizing management, namely the executive leader who is responsible and carries out communication and other authorities.

Level II: Development, including 4) identification of objectives, as part of the development stage of learning begins with identifying specific learning objectives, if achieved, then the problem in the first step will be solved. In the formulation of goals must be stated: who are the participants or students *(Audiences)*, behavior *(Behavior)* what can be done after the program is completed, under conditions *(Condition)* what they are formed, and level *(Degree) of* expertise achieved, 5) selection special methods or learning methods used to achieve goals, 6) constructing blueprints or *prototypes*, namely the components used, such as teaching preparation, exam materials, and specific guidelines and program evaluation.

Level III: Evaluate, copy 7) test the *prototype*. The evaluation phase begins by testing each component of the program. This initial trial was conducted on small samples and observations were held to see the presentation. Student comments are used as an assessment of what they are achieving, 8) analysis of results. The data collected in step seven determines the significance of the extent of the contribution given by each component to achieving goals, useful or not, 9) implementation / revision. Program improvement is done by looking at the achievement of certain goals, by reevaluating the contribution of learning components to achieving goals.

Regarding the product design model, there are five learning design models identified. The five models are (1) Kemp (1977), (2) Banathy (1978), (3) Calvano (1980), (4) Paul Harmon (1982) and (5) Dick & Carey Models (2005).) Of the five models, the learning design model from Dick, Carey & Carey [18] was chosen to be used in this study.

III. Research Methods

This research uses development research methods. Conducted directly with descriptive data collection that processes and analyzes inductive data. To produce operational products, namely the KKNI-based learning model for the improvement of *soft skiils* effective, efficient and interesting student, a cycle of research and development is known as "*the R & D cycle*" by Borg & Gall, combined with a design model learning from Dick, Carey and Carey.

In this study, survey methods were used through needs analysis, trial methods through procedures (a) expert review, (b) one-on-one trials, (c) small group trials, and (d) limited scale field group trials, and (e) trials of large-scale field groups to produce operational products.

Implementation of large group trials (field trials) using quasi-experimental methods with the design of "*Pretest-Posttest Control Group Design*".

The population of this study were all students of the State Vocational School in the Field of Welding Technology in North Sumatra Province. The subjects of this study consisted of students from the State Vocational School of Welding Technology, each one from two cities and five regencies. This sampling uses a simple random technique.

Data collection techniques used in this study were questionnaire techniques and interview techniques, as well as documentation techniques to capture data on needs analysis activities, questionnaire techniques to capture data about riviuwer responses and students on expert validation activities and one-on-one trials and group trials. small, and test techniques and observations on limited field testing activities as well as large-scale field trials.

The data analysis techniques used are (1) descriptive analysis to describe the data from the results of needs analysis and expert validation and one-on-one and small group trials. (2) t- test to find out the difference of model effectiveness for limited scale field testing.

IV. Research Results

Based on the results of the analysis of the literature study, 10 soft skills were obtained which needed to be possessed by professional workers, namely 1) communication skills, 2) computer and technical literacy, 3) interpersonal skills, 4) adaptability, 5) research skills, 6) project management skills, 7) problem-solving skills, 8) process improvement expertise, 9) strong work ethics, and 10) emotional intelligence.

Based on the results of the needs analysis found six soft skills that must be owned by workers, namely 1) communication skills, 2) team work and collaboration, 3) adabtability, 4) problem solving, 5) critical observation, and 6) conflict resolution.

Based on the results of curriculum analysis of vocational technology (K13) found seven soft skills that must be possessed by graduates, namely 1) creative, 2) productive, 3) critical, 4) independent, 5) collaborative, 6) communicative, and 7) solutions.

Based on the results of learning analysis found the skills competency map (*hard skills*) as follows.

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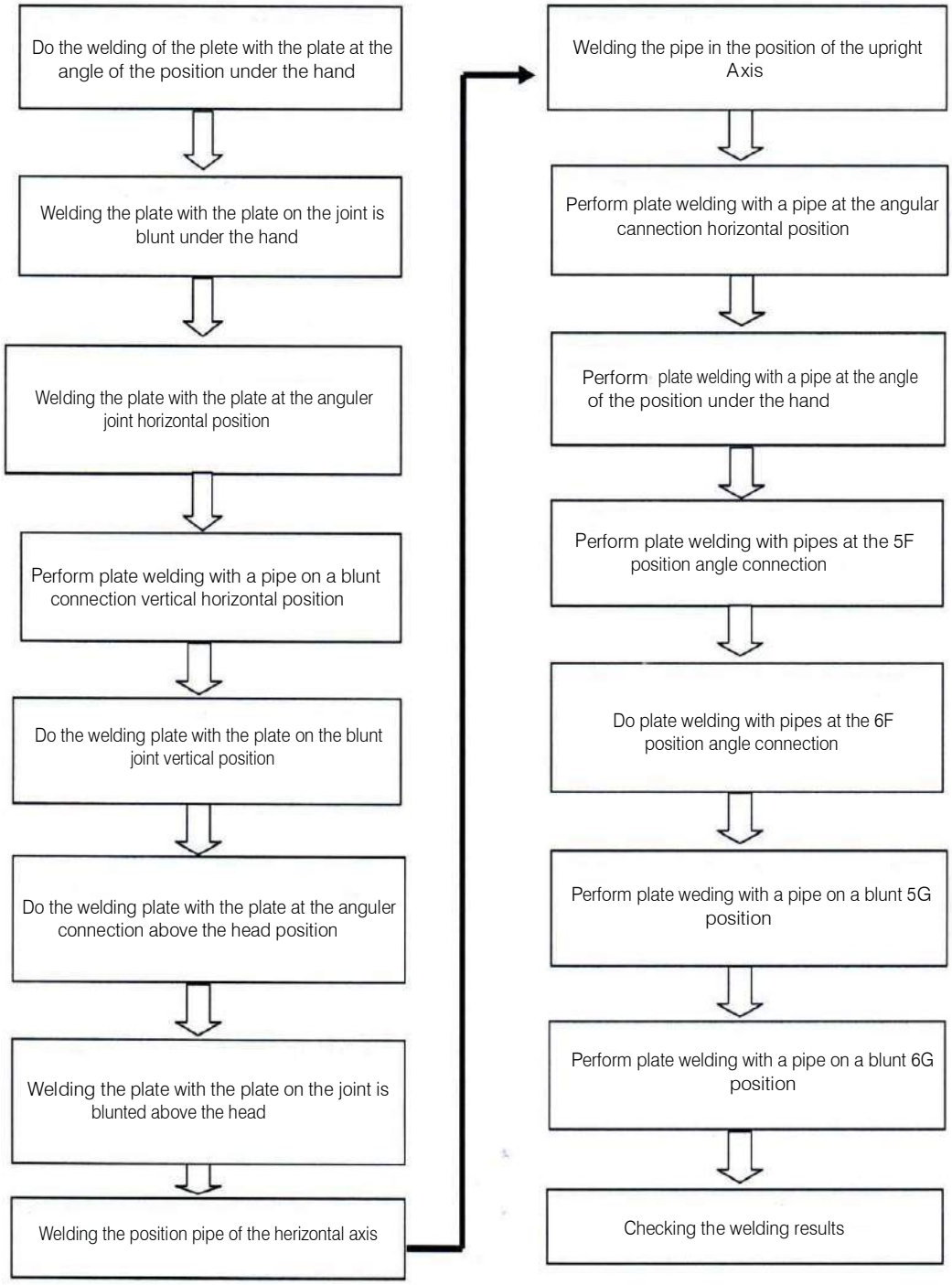

Figure 1: Welding Skills Competency Map

Draft learning model based on the analysis of the results of the literature study and competency characteristics and characteristics of the field of study which in the process raises the soft skills that have been identified based on needs analysis as follows.

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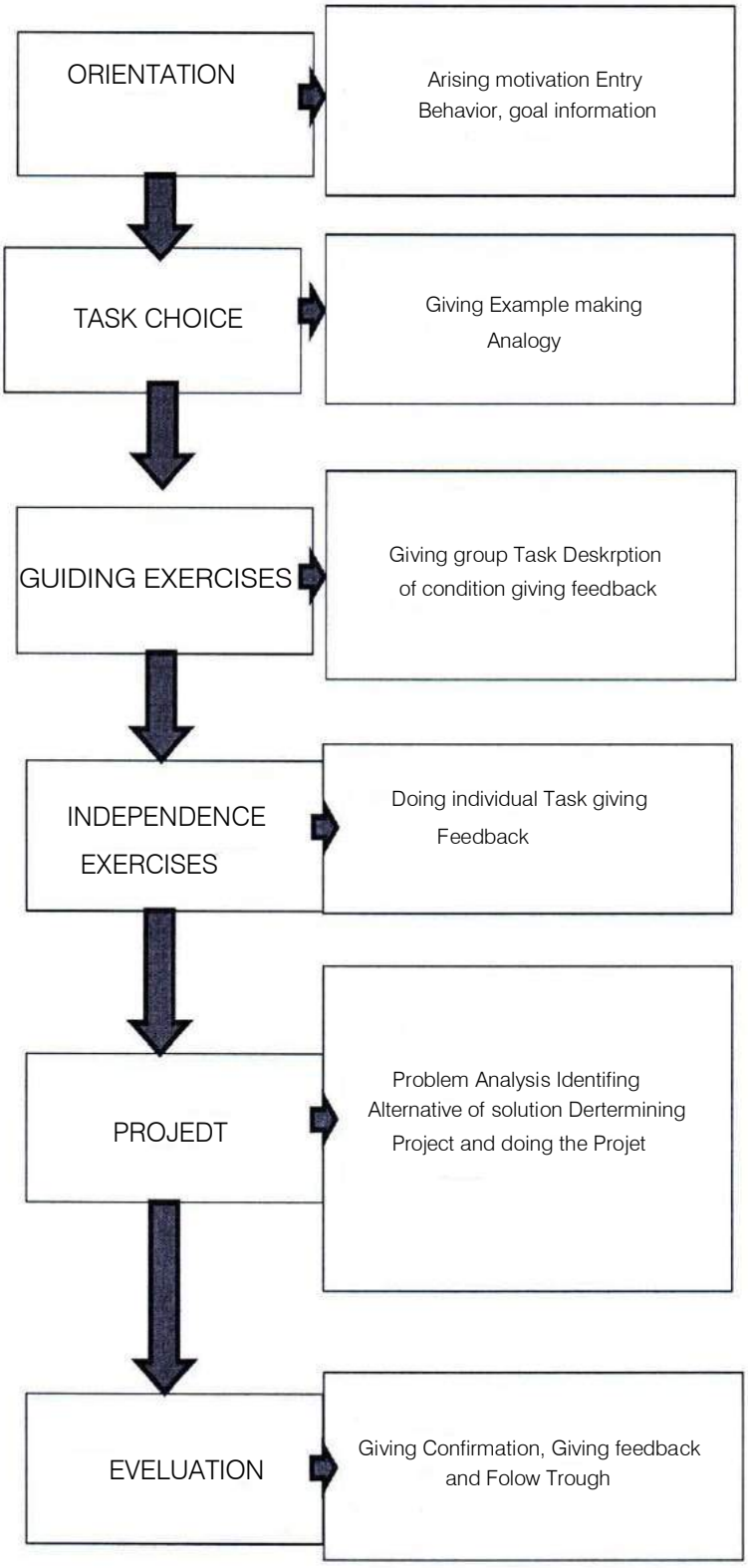

Figure 2: Draft Welding Engineering Learning Model Based on KKNI to Improve Soft Skills

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The KKNI-based welding technique learning model to improve soft skills as shown in Figure 2 above is still the initial model that will be continued through testing or through formative and summative evaluation as consistency of the application of the Dick, Carey and Carey (2005) models, consisting of six main steps , namely: 1) Orientation, including activities to build motivation, review the initial ability to explain objectives, 2) Select tasks, include activity description of conditions and analogies, 3) Guided exercises, including activities to provide examples, Group assignments, and Feedback, 4) Individual exercise, covering individual task activities and feedback, 5) Projects, including problem analysis activities, alternative solutions, determining projects, completing projects, and 6) confirmation (testing), feedback, and follow-up.

As a result of the second year research found that: (1) the quality of instructional model viewed from the expert in educational technologies is *good (*76.00%), (2) in the one to one try out indicated that the product is *good (75.46*%), (3) in the small group try out indicated that the product is *good* (87.04%), (4) and in the field try out indicated that the product is very *good* (mean = 83, 7). Students achievements about soft skills in experimental class (Mean= 83.7) is found higher than that with control class (Mean =73.5),where both are significantly different. As awhole, the results showed that the performance of developed instructional model more effective to improve soft skills of students' vocational high school.

V. Discussion

Based on the results of the design expert, media expert and material expert as well as student assessment results, this model is appropriate to be used to improve soft skills. The result of this second year research shows that the Learning Model of Welding Engineering Based on KKNI which was developed more effective than the learning model that is usually done. This is because the model has been built through theoretical studies of learning models that are thought to be able to foster personal competence, thinking skills, social competence, and vocational competence, as adapted from the learning models presented by Joyce, Weil, and Calhoun (2009), as well as Kauchak and Eggen (2012).

The learning model is also based on the characteristics of the field of study / expertise and characteristics of students. Reigeluth (1996) suggests that if the learning method is adapted to the conditions of learning it will produce effective, efficient, and attractive results. This is also supported by Nadler (1988) explaining that a good model is a model that can help the user to understand the execution process.

Furthermore, it is said that the basis of a good model is the relation of several theories. Because the building of the learning model has been based on the interrelationship between several theories, that is why this developped model effective, efficient and attractive. Furthermore, the developed model will be tested again on a wide scale to produce operational products.

VI. Conclusions

The KKNI-based welding technique learning model to improve the *soft skills* that have been produced as the main product has six main components1) Orientation, including motivation building activities, reviewing the initial ability to explain goals, 2) Choosing assignments, including activity description conditions and analogies , 3) Guided training, including activities to provide Examples, Group Tasks, and Feedback, 4) Independent training, covering individual task activities and feedback, and 5) Projects, including problem analysis activities, alternative solutions, determining projects, completing projects, and 6) Evaluation includes confirmation activities, feedback, and follow-up.

The Learning Model of Welding Engineering Based on KKNI which was developed appropriate to be used to improve soft skills and more effective than the learning model that is usually done. Furthermore, the developed model will be tested again on a wide scale to produce operational products.

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Coaching using a Psychodynamic Approach

By Dr. Nursel Aydintug Myrvang
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Abstract- This paper summarises some of my experiences, observations and reflections over more than 30 years in the management of private companies, universities and hospitals, on how to deal with anxieties both in individuals but also in groups. To me the factors required to build and maintain a happy organization, is to understand the people working there, and appreciate the complexity of human behavior both on a conscious and unconscious level.

I have suggested that coaching using a psychodynamic approach may be a tool in measuring the health of an organization and reducing anxieties and at the same time giving the participants on a 'coaching journey', a better understanding of themselves. However, to get positive results from the 'coaching journey' the coach, but also managers, should have an understanding of elements such as: listening, mentalising, empathy, transference, counter transference, intuition and neuroscience.

Keywords: the happy organization, human behavior, selfawareness, psychodynamic coaching approach.

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Coaching using a Psychodynamic Approach

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Abstract- This paper summarises some of my experiences, observations and reflections over more than 30 years in the management of private companies, universities and hospitals, on how to deal with anxieties both in individuals but also in groups. To me the factors required to build and maintain a happy organization, is to understand the people working there, and appreciate the complexity of human behavior both on a conscious and unconscious level.

I have suggested that coaching using a psychodynamic approach may be a tool in measuring the health of an organization and reducing anxieties and at the same time giving the participants on a 'coaching journey', a better understanding of themselves. However, to get positive results from the 'coaching journey' the coach, but also managers, should have an understanding of elements such as: listening, mentalising, empathy, transference, counter-transference, intuition and neuroscience.

Thus understanding and accommodating the complexity of human behaviours and having the tools to mitigate anxieties, will be a good foundation for building a happy and prosperous organization, and reducing unnecessary change processes.

Keywords: the happy organization, human behavior, self-awareness, psychodynamic coaching approach.

I. Introduction

All organizations and their workers will have anxieties as a result of internal and external forces. The leaders need to know how to handle these anxieties and make adjustments, and in a fast-changing world this will require frequent updates on the health of the organization.

Hospitals are no different to any other business entity, but a good example of a place where anxieties play a role in the daily activities. Hospitals' main aim is to take care of the physical need of the patients but also help patients and relatives to manage the stress associated with illness, death and psychological disturbances. In order for nurses to provide appropriate care they need the support of a management structure that understands their work and can create the environment to reduce their anxieties. Armstrong and Rustin (2015).

However, even though there have been developments in the processes of supporting the patient's psychological and emotional recovery, the staff is expected to get on with it and expect little help and support. Evans (2014), Tutton and Lang staff (2015)

To give support and help to nurses and the management working in the health sector, I suggest that coaching using a psychodynamic approach, should be carried out with individuals, groups of nurses and the managers. By using this approach there will be the possibility to detect the underlying currents flowing through the organization and to pinpoint the real problems affecting the staff, groups and managers. Thus avoiding a change process that neglects the human factor and uses bureaucratic procedures and documents to obscure personal and organizational that creates new anxieties.

a) The Human Factor

However, before starting on any changes and reorganizations, we need to recognize that the first step in creating and maintaining a healthy organization in a fast-changing world, is for all of us to understand, appreciate and accept the complexity of human behaviours.

We need to appreciate that men and women are not robots, but that people have many wishes, fantasies, problems, defensive behaviours and anxieties – some are conscious and some unconscious.

Kets de Vries (2011).

Hence to understand people's behaviors in groups and organizations, we need to draw on knowledge from areas such as psychoanalyses, psychotherapy and dynamic psychiatry. Having this knowledge and accepting and exploring the hidden unconscious processes that affect human behavior, may give us a better understanding of the complexities of groups and organizational life. Kets de Vries and Cheak (2014).

b) Coaching and Therapy

Coaching using a psychodynamic approach will draw heavily on psychotherapy processes and skills. Both coaching and therapy work with behavior, emotion and perception. Hence to get results, the coach or therapist will need to establish a meaningful relationship with the client.

In therapy, the main aim is to reduce the behavior symptom and character problems and the interaction is more of a passive and reflecting nature.

The coach, however, needs to have a broader perspective and knowledge of organizational structures, management, leadership, corporate structures and economics and in addition knowledge from the psychodynamic framework. Kets de Vries et. al (2007).

c) History

Freud's psychoanalytical theories of human behavior are the first element in the psychodynamic

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framework, which has been extended to include work by Adler (1927), Jung (1964) and Erikson (1950). McLeod (2007).

The application of the psychodynamic approach has accelerated after the second world war by organisations such as the Tavistock Institution in the UK, the Menninger Clinic and Boston Psychoanalytic Institution in the USA. Miller (1995), Fraher (2004), Zaleznik (1966), Levison (1972).

They argued that by using psychoanalytical tools from the psychodynamic framework, they could identify irrational processes influencing leaders and followers in a decision making event.

The psychodynamic approach was initially mainly used to understand processes in public organisations, but was taken up by more and more business entities, and a forum for interested parties working in this field "the International Society for the Psychoanalytical Study of Organisations (ISPSO)", was established in 1983. (www.ispso.org).

The elements in the psychodynamic approach are increasing at an accelerating rate and sophistication and incorporate finding from areas such as ethology, anthropology and neuroscience.

d) Assumptions

The application of a psychodynamic approach defines the following assumptions for a coaching process (Kets de Vries and Korotov (2007):

- our unconscious play will have a powerful effect on our actions, thoughts, fantasies, hopes and fears,
- our behavior and feelings as adults are rooted in our childhood experiences (we are all products of our past),
- all human behavior has a rational explanation (usually unconscious),
- emotion is the main contributor to our identity and behavior.

II. The Coaching Journey

To achieve success as a manager, you most likely will have to create groups that have the right mixture *of authenticity, significance, excitement and community,* but also manage to have fun and enjoy the work.

a) Framework

The motivation for starting on a coaching journey may be defined as given by Kimsey-House et al (2011)," to satisfy the client's desire for fulfilment, balance and process". I like a slightly simpler definition by saying my aim is to make people a "little happier". I know that people suggest that happiness is too superficial and that one should aim for containment or satisfaction.

In my world happiness is a combination of things such as self-awareness, trust, success and to mix these with daily spices to make a happy life. Happiness should further be looked upon as a journey as described by Kets de Vries (2000): "Finding happiness isn't like arriving at a station. We don't one day get to a certain place where we are flooded with happiness. No miracles happen when we arrive at the final destination. There is no final destination. There will always be a next stop. Happiness is the way in how we travel. It is important, then, that we focus more on the rout, the scenery, and our fellow travellers than on the destination. We need to try to grasp happiness on the way, enjoying the journey rather than impatiently counting the kilometres."

Schopenhauer in the Triplet of Essays: What a Man Is, What a Man Has, What a Man Represents, emphasises that it is only what an individual is that counts; neither wealth nor goods nor social status nor good reputation results in happiness.

A possible way of "testing" how you are really living may be found in Nietzsche's Thus Sprake Zarathustra, where the aged prophet Zarathustra poses a challenge; "What if you were to live the identical life again and again throughout eternity- how would that change you?" This thought may increase your awareness that this life, your only life, should be lived well and fully, and accumulating as few regrets as possible.

b) Steps in the Coaching Journey

Before starting on the journey we need to have in our mind the following words by Kimsey-House et al (2011); "we believe that coaching is mainly about discovering, awareness and choice. It is a way of effectively empowering people to find their own answers, encouraging and supporting them in the path as they continue to make important life-giving and life-changing choices".

So to me coaching is a journey where the coach and coachee are equals but where the coach is the 'service provider' and 'energy supply' for the coachee, to reach his desired goals.

The journey will be designed as unique for each and every case, and designed round the following steps;

1. Define and agree the contract and including confidentially conditions.
2. Establish who we are and where we are.
3. Define initial goals and expectations. Make provisions for changes during the journey and that the goal might be a moving target.
4. Set out the journey with and provide stops for evaluating new 'learning' events.
5. Agree that we are at the end of the Journey and close the case with the coachee.
6. Summarise the learning from this journey.

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The journey may start in a comfortable office with a cup of coffee or tea and after agreed on step 1, 2 and 3, it's off and out ready to start navigating towards the goal. However, to get to the target we will have to cross open planes, dense forests where it may be difficult to see the stars or sun, making it difficult to find the way, or there might be foggy situations where difficult and risky decisions may have to be made, to take the next steps.

Further on our may to cross deserts there might be difficult situations, and we may have to suffer, before we find the best way to reach the target. In such situations there might be "easy" to decide to take a detour and get back to familiar territory. In situations like this we need to keep focused on the target and the way in front of us, and use what we have learned, and build on that to find the best possible way forward.

When reaching the target and the coachee has reached the goal, it's time to celebrate.

In reaching the target and to be able to celebrate the success, it is important that the coach and coachee have been able to speak the truth, but most of all they have been able to build trust.

There will be no success without trust and building, developing and maintain trust is the main ingredient of a happy life. Unfortunately, trust-building is not easy for highly competitive people in today's society. In many organisations or entities, trust is a very rare commodity. Relationships of trust depend on our willingness to look not only to our own interest, but also to the interest of others. For trust to exist we need to deal with such complicated issues as openness, honesty, active listening, communication, consistency, competence, fairness and mutual respect. Trust is a delicate flower and it does not take much to crush it, and once destroyed it takes a very long time to nurture it back into bloom.

Further, in building trust in ourselves and in others we need to be authentic. "If we are not honest with ourselves, how can we possibly be honest with others?"

The most difficult element for the coachee trying to reach the target and the goal, is the willingness to change. As the saying goes, "To change your behavior is easier than changing your perceptions." Behavior can be compared to being on a stage where you play different roles, and as such can be thought. Changing your perceptions may be more difficult and I believe that this is not possible without "finding yourself". Self-awareness is an important factor in building self-esteem and confidence. Self-awareness helps us to understand what drives us, what turns us off, what makes us happy, and what we are passionate about. It helps us clarify what we need to do to improve ourselves as a person.

Unfortunately, the road to self-awareness is not easy. As Leo Tolstoy once wrote "Everyone thinks of changing the world, but no one thinks of changing himself."

Being human, we will resist some of the observations from those helping us, work towards change but we will have to work through that resistance. As we work through our resistance and make the unconscious conscious, we take decision-making control back into our own hands.

For me, as a coach, I will need to practice self-management and resist personal opinions. However, a coaching journeys will give me the opportunity to learn and find myself. I have for some time worked on a process of understanding myself and realized that I have to go into my earlier life. I am looking at myself as a "Russian doll" with many dolls of different sizes. Each doll is for me defined by a special event or time in my life when important events took place, and hence they are parts of defining who I am today. I am pleased to find out that the "Russian doll" model is compatible with the Freud (1905) and Erikson (1950) Life Cycle Model.

III. Coaching Model

At the moment, I see my model as a rucksack with important elements in it, and which I can use where and when required on my journey with the coachee. The elements in my rucksack will be *listening, mental sing, empathy, transference, counter-transference, intuition and our plastic brain*. I do, however, over time expect to add new or modify existing elements as learning is a continuous process.

a) *Listening*

*"Listening is not done by the ears, but by the mind. We hear sounds, but we listen to meanings;"*W. Meissner.

I think listening must be one of the first things we do after we are borne, and one of the things we take for granted during our life – this is easy. However, the more you learn and go through life, it dawns on you that listening is more than words and trying to make out what people are saying or meaning to say, can be very difficult. Further, elements such as mode, stress, noise, different cultures, etc. will influence your understanding of what is conveyed and your own response to the other person. In addition, our busy life makes it more and more difficult to have the time to listen.

A listener needs to be sensitive to and capable of processing all kinds of information, originating from various channels, verbal as well as nonverbal. Moreover, the listener must be aware of how his own listening behavior affects the speaker. The speaker and listener engage in a communicative dance. The listener follows and often imitates the body movements of the speaker, and this nonverbal response represents a kind of continuous commentary on what is being said.

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b) Mentalising

Anybody who is listening carefully to another person is not only receiving information but is also continuously trying to make sense of what is being said. This is influenced by our capacity to understand that behavior is caused by so-called unobservable state of mind, such as wishes, needs, desires, feelings, ideas, hopes, fears, illusions, etc., and to acknowledge that the state of mind of another person may be different from our own. As mentalising is about unobservable states of mind, both our own, and other people the term refers to the capacity to think and make inferences about people and their behaviors.

c) Empathy

Mentalising is different to empathy as mentalising is a cognitive skill whereas empathizing refers to the capacity to appreciate and understand the feeling of others. Empathy is the ability to subjectively experience the world from another person's perspective. It is not about trying to understand what it would be like for you to be in the other person's shoes, but the ability to experience what it is like for the other person to be in his or her shoes. Empathy is an 'emotional knowing' rather than intellectual understanding. The essential mechanism of empathy is a partial and temporary identification with the other person.

d) Transference and Counter-Transference

The concept of transference is grounded in observations of how human beings develop and mature. Through interactions with parents, family members, teachers, and other authority figures we encounter, we develop behavior patterns that become the basis for cognitive and effective 'software'. These patterns can be activated by particular cues without our awareness. For example, we meet someone who subconsciously reminds us of a nagging older sister, and we react as if she really were that older sister. More precisely, transference is the process by which one person displaces onto another's thoughts, ideas or fantasies that originated with figures of authority encountered very early in an individual's life. It is a revival or reliving of issues from the past directed towards persons in the present.

Coaches are also human being, and all the above applies to them as well. When forming a relationship with a coachee they need to be aware of counter-transference. This is the situation where the coachee becomes the outlet for the transference of the coach. Coaches need not only to recognize such reactions in themselves, but also to find a way of using this information about their own feelings and reactions to help the coachee become more aware of the types of cues he or she provides to others and the possible responses of people to those cues.

e) Intuition

I know that I have and are using intuition every day and that it has helped me on many occasions, but I also know that it can give me the wrong picture and not trigger danger signals.

The informative value of intuition was highlighted by Sharp (1937), who stated that, "intuitive knowledge is experienced knowledge, and that the unconscious is a storehouse of experiences which we may have forgotten but have never lost."

My clearest and possibly 'simplest' understanding of intuition came when I read the following definition by Piha (2000), "Intuition is like radar in the front line of our thinking, used to probe and explore preliminary connections with the inner world. Intuition provides immediate views, which are not proper knowledge yet but may be leading to it. As such, intuition allows uncertainty, imprecise boundaries and the dimension of depth in our perceptions. At the same time, intuition is unconditional, like the primary process in general. It does not recognize time, considerations and compromise; a strange immediate impression of certainty often characterizes an intuitive experience."

How do we use intuition in our daily life? Just think of driving your car in a large city. Majority of decisions on how to maneuver and predict what the other drivers are doing, are based on intuition as these moves would not be possible with practical reasoning.

f) Our Plastic and Social Brain

New research in neuroscience suggest that the plastic and changeable nature of our brains are not passive, though hugely efficient, information processors, but instead are constantly reacting and adjusting according to the vast amount of information that are thrown at us every day. Rippon (2019).

Scientists are just starting to realize that there might be a second 'window of opportunity' to watch the construction and deconstruction of an adult social being. Adolescence marks a period of dynamic reorganization in brain networks. It is a system-level rewiring which sees a shift from local within-system connections to more widespread global connections between different parts of the brain. Blakemore (2018).

According to Lieberman (2013), "we are wired to be social. We are driven by deep motivations to stay connected with friends and family. We are naturally curious about what is going on in the minds of other people. And our identities are formed by the values lent to us from the groups we call our own."

If we think that to understand how we as individual, are interacted with the complex world, then understanding how we interact with other people are far more challenging. We have to cope with our own wants, needs, beliefs and desires and in addition try to predict

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those of other people, often based on some set of mysterious, unspoken rules. We need to use our contact list and sort out our world into the type of people, situations and events that will either good or bad for us, or make us feel good or bad.

Our brain will give a 'like' rating to members of our various groups, encouraging us to seek out and spend time with those members. The brain may, however, rapidly and automatically attach a 'threat alert' to people, who is not part of our social network.

Part of our ability to be social means we have an inbuilt tendency to be biased, both positively and negatively. Adolphs (2003).

IV. Learning

After closing the contract and having said farewell to the client, it is time to see what have I learned from this journey. It may have been a success or a failure. Success is easy but the learning might be limited, as the real learning comes from the ability to see *success in failure*.

We should keep in mind some wise words from Skovholt (2001),"Practitioners must realize that all our best intentions, all our work, all our competence will sometimes not be enough. We must learn to accept lack of success- that is normative failures- as a component of the work. Being able to come to this realization, accept it and incorporate it into one's professional self-concept is important for long-term, high quality professional functioning."

Failure is never easy to accept, but it is a missed opportunity, if we do not use it as the basis for learning and personal growth. "By seeing the failure in every success, we remain humble. By seeing the seed of success in every failure, we remain hopeful".

After any contact with a client, we should ask ourselves: How has this client affected me? What does the client really want? Have I been effective or ineffective in helping the client today, and how can I be more effective tomorrow?

V. Conclusion

I have outlined why coaching using a psychodynamic approach may be a good tool in decreasing anxieties, and at the same time give me as a coach the opportunity to 'get closer to and find' myself. I have also described how I see the journey with a client, and what building blocks I at the moment see as necessary for doing a good job. I see my coaching model as a rucksack with the building blocks that I have but there is place for new blocks as the learning process progresses.

When I in some years sit down and consider how much success have I had, I like to think that I have had a "rippling effect" on other people. Rippling refer to the fact that each of us creates- often without conscious intent or knowledge- circles of influence that may affect others for years, even for generations. That is, the effect we have on other people is in turn passed on and on to others. It's like throwing a pebble in a pond where the ripples go on and on until they're no longer visible, but continuing at a nano level. Rippling as I use it refers to leaving behind something from your life experience, some piece of wisdom, guidance, virtue or comforts that passes on to others, known or unknown.

Further some wise words from Lao Tzu (600 BC) may be used as a guide as I feel that they are appropriate in any discussion or dialog between people:

Learn from people
Plan with the people
Begin with what they have
Build on what they know
When the task is accomplished
The people all remark
We have done it ourselves.

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

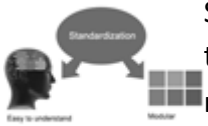
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



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

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





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

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



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



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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%.

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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.

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AUXILIARY MEMBERSHIPS

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

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



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

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

The Institute will be entitled to following benefits:

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

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

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





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

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



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

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



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

The following entitlements are applicable to individual Fellows:



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

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



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

Other:

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

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

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

Note :

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- 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.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
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6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

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Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

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- Findings
- Writings
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- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

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The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
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.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative 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) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

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

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning 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 a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be 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. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). 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: Authors are advised 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. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. 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.

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

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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

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

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. 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 for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon 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 for 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 of your research.

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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 criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to 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 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.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite 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 approaches 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. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a 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 limit the initial two items to no more than one line each.

Reason for writing the article—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 for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity 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 of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets 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 for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory 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 soundly written procedures segment allows a capable scientist to replicate 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 to give the least amount of information that would permit another capable scientist to replicate 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 section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show 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:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the 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—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and 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.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as 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. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give 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 manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit 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 section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an 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 implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully 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 the prospect, and let it drop at that. Make a decision as to whether each premise is supported or 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 an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of 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 other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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