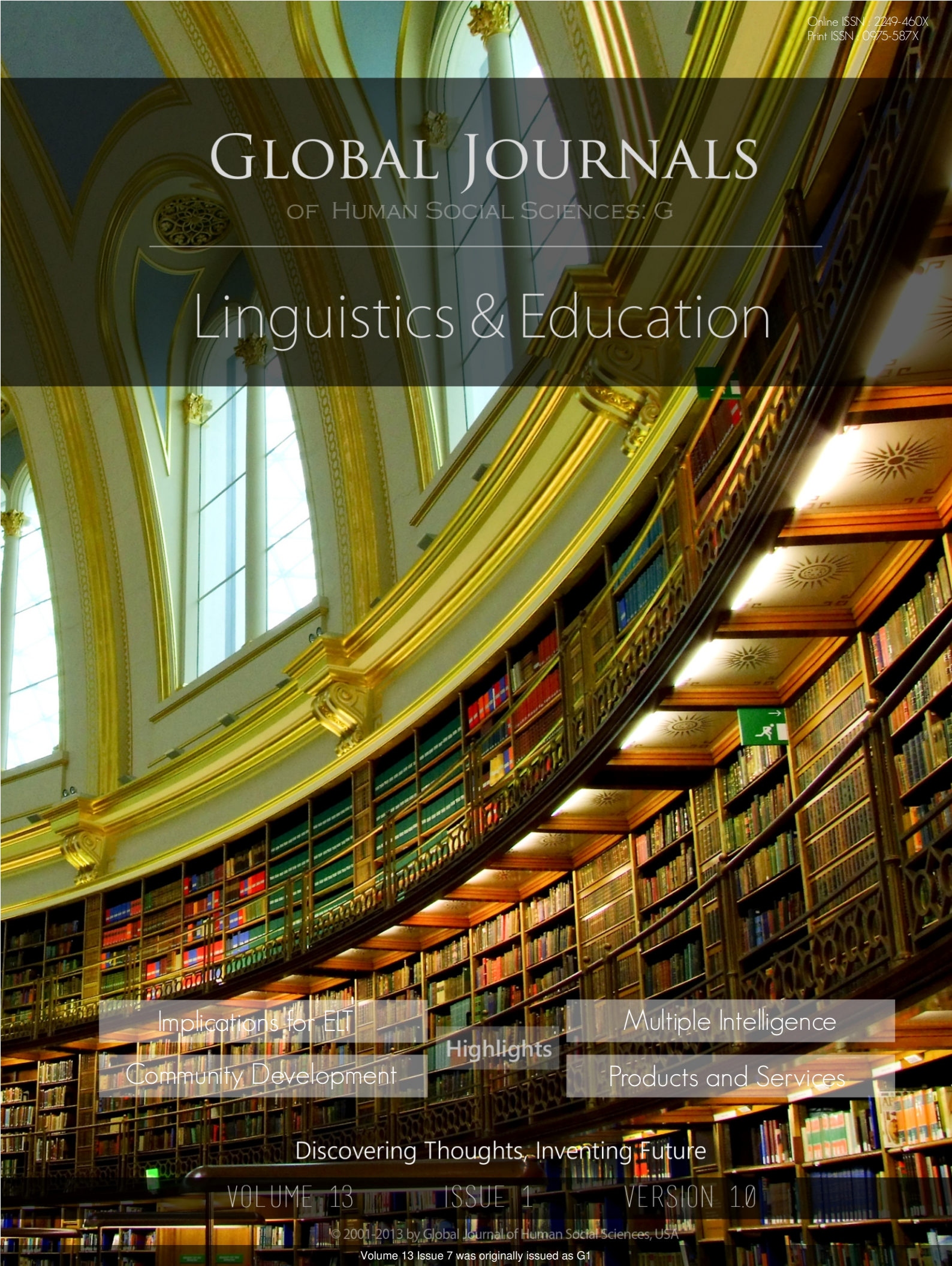
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A Critical Appraisal of CLT on Grammar, and Implications for ELT in Bangladesh

By Mohammad Emdadul Huda
Jatiya Kabi Kazi Nazrul Islam University, Mymensingh, Bangladesh

Abstract - Whether formal teaching of grammar is necessary or not for teaching a second/foreign language is a debatable issue now. The Communicative Language Teaching (CLT) which has been a buzz-word in the domain of language teaching pedagogies all over the world for the last few decades discourages overt grammar teaching. Like many other countries, in Bangladesh too, the Communicative Language Teaching (CLT) has been introduced for English language teaching. But with the introduction of CLT, the quality of English language teaching and learning has remarkably deteriorated in the country. As a result, it is now important to investigate the substantiality of the principles of CLT with respect to overt grammar teaching, may it be from the theoretical perspective or from the contextual perspective. Based on this investigation, it is also required to determine what should be the proper position of overt grammar teaching in English Language Teaching (ELT) in Bangladesh. The present article has attempted to address all these points.

Keywords : *communicative language teaching, grammar teaching, monitor theory, learning, acquisition, contextual realities, bangladesh, exposure to the target language, etc.*

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A Critical Appraisal of CLT on Grammar, and Implications for ELT in Bangladesh

Mohammad Emdadul Huda

Abstract - Whether formal teaching of grammar is necessary or not for teaching a second/foreign language is a debatable issue now. The Communicative Language Teaching (CLT) which has been a buzz-word in the domain of language teaching pedagogies all over the world for the last few decades discourages overt grammar teaching. Like many other countries, in Bangladesh too, the Communicative Language Teaching (CLT) has been introduced for English language teaching. But with the introduction of CLT, the quality of English language teaching and learning has remarkably deteriorated in the country. As a result, it is now important to investigate the substantiality of the principles of CLT with respect to overt grammar teaching, may it be from the theoretical perspective or from the contextual perspective. Based on this investigation, it is also required to determine what should be the proper position of overt grammar teaching in English Language Teaching (ELT) in Bangladesh. The present article has attempted to address all these points.

Keywords : communicative language teaching, grammar teaching, monitor theory, learning, acquisition, contextual realities, bangladesh, exposure to the target language, etc.

I. Introduction

In a foreign/second language teaching the status of grammar has been a controversial matter/issue over the last 3 to 4 decades all over the world. With the advent of Communicative Language Teaching (CLT), grammar, which was so far considered to be the most important/ dominant elements for language teaching, has lost much of its importance and glamour. The concept of CLT has opposed the dominance of grammar and claimed that the job of teaching or learning a language can be done better with emphasis on its meaning rather than on its form. Accordingly, a great change has taken place in all the areas of language teaching, including methodology, syllabus design, materials development and testing system. In all these areas grammar has been demoted to a less important entity/phenomenon and some other elements, such as, functions, notions, communicative tasks and activities, fluency, etc. have come to the front line. As in many other countries, in Bangladesh too CLT, after its introduction in the country in the 90s of the last century, has exercised enormous influence on teaching English as a foreign language at the primary, secondary and higher secondary levels of education for the last 15 years. In harmony with its principles, English textbooks for all classes at these levels of education were rewritten, and all-out measures were taken to replace the Grammar-Translation Method that had been traditionally followed in English language teaching in the country. But the results produced by the introduction of CLT are not found satisfactory. It is now noticed that the overall standard of English language teaching and learning at all levels of education in the country has greatly deteriorated. Citing Afroze & Rahman (2008) and Rahman (2011), Haider & Chowdhury (2012) say that after more than a decade of introducing CLT, students of secondary schools are still struggling to achieve desired level of proficiency in English. They remark that under such circumstances, there is a need for rethinking the effectiveness of CLT in terms of the existing classroom realities of Bangladeshi secondary schools. Many teachers and researchers of English language in Bangladesh now think that the deterioration of the standard of English education has occurred owing to the mismatch between the principles of CLT and the realities of our contexts. They point their fingers at a number of principles and assumptions of CLT, the most remarkable one being its principles to undermine the importance of grammar. They opine that the arguments of CLT to undermine the formal teaching of grammar are not substantial if considered from theoretical point of view. Besides, these arguments of CLT also do not match with the contextual realities of Bangladesh. In such circumstances, the present article has attempted to find answers to the following questions:

1. What are the claims of CLT about grammar and how far are these claims authentic?
2. What should be the appropriate place of grammar for ELT in the context of Bangladesh?

II. What CLT Claims about Grammar

CLT came into being in the late 70s of the last century with new ideas, arguments and assumptions, paying very less importance to the formal learning of grammatical rules. According to its core assumption, any attempt to learn a language by learning its grammar is faulty and artificial, and hence should be avoided. The language learning theory underpinning CLT claims that a language can be learnt most effectively if it is learnt through communication. Referring to this principle of CLT, Richards and Rodgers (1986, p.67) say, "The target linguistic system will be learned best through the process of struggling to communicate." It is so because when learners are engaged in communication in the

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target language, they can acquire it subconsciously by concentrating their attention on the messages or the meanings of the language rather than on its formal aspects. This process of language acquisition is more effective and natural than the Grammar-Translation Method, and is similar to the way children learn their mother tongues. As to the accuracy of the language, CLT claims that if learners can achieve fluency in the language, it will automatically begin to take care of their accuracy in the language. "...it is only through use-plenty of use-that accuracy and appropriacy will come and communicative effectiveness increase" (Xiaoju 1990).

The concept of CLT has been greatly promoted by Stephen Krashen's *Monitor Theory* (1981, 1982) which comprises five hypotheses of language learning. In his *Monitor Theory*, Krashen undermines the role of grammar in second or foreign language learning. In his *Acquisition-Learning Hypothesis* of this theory, he states that there are two processes of developing competence in second language-one being *learning* and another being *acquisition*. *Learning*, he explains, is an explicit and conscious process in which we learn a language by knowing grammatical rules whereas *acquisition* is an implicit and subconscious process in which we acquire a language without being aware of the grammatical rules of the language. Comparing *Acquisition* with the process of a child's acquisition of its mother tongue, Krashen together with Terell (1988, p. 26) says, "Language acquisition is the 'natural' way to develop the linguistic ability, and a subconscious process: children for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating." He (1982) places *acquisition* over *learning* and argues that permanence and fluency in language learning come from *acquisition,* not from *learning*. He also argues that *learning* never turns into *acquisition* and that the only function of learning is of a monitor, checking and making repairs on the output of the acquired system. Obviously, the significance of his *Acquisition-Learning Hypothesis* is that any attempt to learn a language by learning its grammatical rules is faulty and, therefore, should be avoided.

Krashen (1982, 1985) has tried to strengthen his views against the formal teaching of language with the help of his another hypothesis - the *Input Hypothesis*. This hypothesis of him (1985, p. 2) claims that "Humans acquire language in only one way - by understanding messages, or by receiving 'comprehensible input'." By 'comprehensible input' Krashen has meant the input that is one step beyond a learner's current level of competence, i.e., i+1, ' i ` being the current level and '1' being the next level. Claiming 'comprehensible input' as a prerequisite for the occurrence of language acquisition, he (1985, p. 13) argues that when learners are exposed to the comprehensible inputs of the target language, they subconsciously acquire the language. Therefore, what is important for language learning, according to Krashen, is comprehensible inputs, not grammatical rules.

In his *Natural Order Hypothesis* too, Krashen (1982, 1985) categorically argues against the formal teaching of grammatical rules. In this hypothesis, he opines that the simplicity-complexity order which syllabus designers and materials developers generally follow in designing grammatical syllabuses or in developing grammar-oriented materials is not natural or scientific. In case of language acquisition, he asserts that learners autonomously maintain one kind of natural order, that is, they acquire some elements of language earlier and some other elements later. But this natural order of language acquisition does not always go in line with the simplicity-complexity order of the grammatical items. Therefore, any attempt, according to him, on the part of teachers or materials and syllabus designers to grade and sequence the grammatical elements on the basis of the simplicity-complexity order may go wrong. That is why, instead of making such an attempt, it is better, he argues, to allow the learners to acquire the target language in a natural way, without bothering about the grammatical rules.

To facilitate language acquisition in a natural way, Krashen and others have suggested to provide learners with sufficient quantity of inputs. As to the question of grammar, Krashen (1985, p. 2) asserts that "if input is understood, and there is enough of it, the necessary grammar is automatically provided". To make sure of the sufficiency of comprehensible inputs, he advocates for exposing learners to enormous quantity of authentic texts or roughly-tuned materials. He opposes using finely-tuned materials or graded materials on the ground that such materials do not guarantee sufficient comprehensible inputs for all kinds of learners and that they also may not mach with the natural order of acquisition.

Like Krashen, many other proponents of CLT also oppose using graded and sequenced materials, such as, textbooks, course books, etc., branding them as artificial. They argue that authentic texts, the texts in which language items are not graded and sequenced and which are not developed for the purpose of language teaching, are real, global and appropriate, and do have much communicative value (e.g. Xiaoju 1990).

Not only in the theoretical perspective of CLT, but in its goal also, grammar has lost much of its glamour. The proponents of CLT argue that the goal of language learning should be achieving 'communicative competence'. According to Canale and Swain (1980), communicative competence has four different kinds of components such as linguistic competence, socio-linguistic competence, discourse competence and strategic competence. They hold 'linguistic competence' only as a part of 'communicative competence' and, therefore, do not consider it adequate as the goal of

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language learning. They argue that there are many learners who are good in grammatical knowledge but are not competent in communication because they are lacking in other components of 'communicative competence'. These learners do not know how to use their linguistic knowledge in real life communication properly as per different socio-cultural, conversational and discourse-related demands. The proponents of CLT, therefore, put emphasis on how to use the target language appropriately for communications rather than on how to achieve grammatical knowledge about it.

Based on language learning theory and goal, a great change has also been suggested in respect of language teaching syllabuses in CLT. The proponents of CLT argue that the contents of a syllabus should be determined on consideration of what learners will do with the target language rather than what they will know about it. They claim that it is the learners' communicative needs, not their need of grammatical knowledge that should be given importance in determining the contents of a syllabus. While communicating we do, according to them, different types of functions or express different types of notions, and hence a language teaching syllabus should contain all these functional and notional elements, instead of the grammatical ones. In other words, it is the functional-notional syllabus as proposed by Wilkins (1976), not the grammatical or the structural one, which should be followed for language teaching. However, together with the functional-notional syllabus, they also recommend some other kinds of syllabuses including the task-based one as proposed by Prabhu (1983). The philosophy that underlies all these syllabuses is to facilitate language learning through communication, putting emphasis on the meaning rather than on the form of a language.

III. A Critical Look Into the Claims of CLT

Though the proponents of CLT have put forward a good number of arguments and views to undermine the formal teaching of grammatical rules in the language classroom, many of these arguments and views do not appear to be equally substantial to all concerned. Many language teachers, experts and researchers now raise questions against the authenticity of them, and do have different arguments and views. Besides, when considered from the practical point of view, the arguments and views of the proponents of CLT do not sound equally appropriate for all the contexts of language teaching

The very authenticity of the *Monitor Theory* of Krashen (1981, 1982) that underpins the concept of CLT and undermines the role of grammar in language acquisition is now questioned. Many critics now find it very difficult to agree with all the views Krashen has put forward in the *Acquisition-Learning Hypothesis* of his theory since he has failed to define clearly the distinction between acquisition and learning. According to McLaughlin (1987), it is not possible to determine which process is operating in a particular case, and therefore, the central claim of this hypothesis that 'learning cannot become acquisition' cannot be tested empirically. Criticizing the *Natural Order Hypothesis*, McLaughlin (1987, p. 56) says that this hypothesis is based largely on the morpheme studies and provides little information about acquisitional processes, and therefore is questionable in terms of methodological validity. Raising the same point, Larsen-Freeman and Long say (1991, p. 242), "Krashen's 'natural order' is his synthesis of the findings of the 'morpheme studies', studies which actually addressed accuracy, or difficulty, orders, not acquisition orders, it should be noted." Therefore, it can be said that Krashen's claim that 'rules' of second language are acquired in a predictable order and that acquisition orders of these 'rules' do not reflect their instructional sequences has not yet been proved. Question has also been raised against his *Input Hypothesis* as this hypothesis says nothing about how comprehensible input is actually used. McLaughlin (1987, p. 40) terms this hypothesis as untestable, and says, "There is no way of knowing what is comprehensible input, as was just pointed out. Children do profit in their language development from interacting with native speakers whose language is well-formed. No one would deny this." Refuting Krashen's claim that only comprehensible input is helpful and is to be acquired next, Mclaughlin (1987) argues that there is considerable evidence to show that first and second language learners acquire structures that are neither understood nor due to be acquired next. No one can deny that all these questions raised against the various claims of the *Monitor Theory* of Krashen have weakened the strength of this theory.

Not only in theoretical perspective, but in practical perspective too some of the key points of Krashen's *Monitor Theory* do not appear to be logical and appropriate for many language teaching contexts. In his *Natural Order Hypothesis* he has argued for natural approach to language learning, but in this approach what is essential for learners is their extensive exposure to the target language both inside and outside the classroom. Only the extensive exposure can make it possible for learners to acquire the language in the way a child acquires its mother tongue. If we consider the case of a child's acquisition of its mother language, we see that a child gets an exposure to the language for 8 hours a day on an average. Now, if the child takes 5 years to acquire it, it gets at least 14600 hours of exposure to its mother language. But there are many contexts where language learners do not get such an extensive exposure, especially in the contexts where the target language is used as a foreign language. In such contexts the only exposure learners do get to the target

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language is in the classroom and that too is only for 1 hour a day at best. Therefore, over long 10 years learners there get only 2500 hours of exposure to the target language, if the time is calculated taking 250 days as working days and the rest as holidays in a year. It is needles to mention that these 2500 hours of exposure of second/foreign language learners is not adequate if compared with the total time a child is exposed to its mother tongue. Even this time of the exposure which takes place in the classroom is not fully countable because in such contexts the target language is not always spoken in the classrooms, especially in the schools situated in rural areas. Obviously, in such adverse contexts, it is quite difficult for learners to acquire a foreign language through natural approach, or through communication only, without formal instruction of grammar. Rather, it can be said that in such contexts formal teaching of grammar can maximize the benefit and compensate for the insufficiency of time. Mentioning the time constraint and the lack of motivation on the part of learners that is found in the foreign/second language teaching, Ur (1988, p. 5) does not endorse the idea of teaching a foreign/second language in the way a first language is learnt, Instead, she favours teaching the elements of a language teaching syllabus bit by bit in a systematic and planned way to achieve the maximum benefit. Ur says,

In 'natural learning' – such as the learning of a first language by a child – the amount of time and motivation devoted to learning is so great that there is no necessity for conscious planning of the learning process: sooner or later the material is absorbed. However, in a formal course of study, there is very much less time available, and often less motivation, which means that learning time has to be organized for optimum efficiency. This means preparing a programme of study – a syllabus - so that bits of total corpus of knowledge are presented one after the other for gradual, systematic acquisition, rather than all at once.

Krashen and Terrell (1988) in their arguments for natural approach to language learning ignore the advanced cognitive development of adult learners and also the advances of formal teaching and learning. If the total effective time taken by an adult learner to learn a second/foreign language through formal instruction in which grammar is taught is considered, it is found that s/he takes far less time compared with the time a child takes to acquire its first language. In a study Burke (1974, cited in McLaughlin 1987, p. 46) found that the Army Language School in California regarded 1,300 hours as sufficient for an English-speaking adult to attain near-native competence in Vietnamese. Commenting on this information, McLaughlin (1987, p. 46) says, "Clearly, adult learners have cognitive skills that enable them to take advantage of formal instruction." What McLaughlin means is that adult learners, because of their cognitive properties, can learn a language within a shorter time and more effectively through formal instruction than through natural approach.

In a context where learners do not get any exposure to the target language outside the classroom formal instruction needs to be grammar-based. Regarding such type of context, McDonough and Shaw (1993, p. 35) say that a more grammar-oriented syllabus is to be preferred in a context where English is a foreign language and where learners have very little scope to be exposed to it. However, apart from the point of exposure to the target language, there are also many other contextual factors, such as, teachers' quality, class size, teaching-learning aides, class duration, priority to specific language skills, the testing system, etc., which greatly affect the mode of language teaching and hence the status of grammar. For example, in a context where teachers are not fluent or competent in the target language, where class size is large and class duration is short, where modern teaching-learning aids are not available, where priority is given to reading and writing skills, accuracy is emphasized and so on teacher-fronted classroom and grammar-oriented syllabus happen to be effective for language teaching there. In such contexts, learners can learn the target language better if they learn the 'overt grammar', following the deductive approach to learning. Referring to the benefit of 'overt grammar teaching', Chowdhury (2000) says, "This approach is most effective for the presentation of irregular patterns and exceptions because these by their very nature cannot be discovered through analogy. The deductive approach can save class time in such cases."

The arguments of the advocates of CLT to replace the grammatical syllabus with the functional-notional syllabus also have come under severe criticism. Commenting on Wilkins' proposal to replace the grammatical elements by the functional-notional elements in the syllabus, Brumfit (1980, p. 102) says, "The problem is that, inobjecting to previous syllabus specifications, Wilkins has simply proposed another set of specifications, which relate to actual learning procedures even less satisfactorily than the earlier specifications did." Besides, it is seen that the proponents of CLT oppose teaching grammatical items one by one in the additive fashion on the point that language, according to them, should be taught holistically, addressing many dimensions of language at a time since it is a skilled–based subject. But teaching functional-notional elements, instead of grammatical items, does not bring about any change in the teaching process since it is also done one by one in the additive fashion. Instead, teaching grammatical elements is found to be more prolific than teaching functional-notional elements. By learning one functional or notional item, we do not have its multiple applications, but learning one rule or grammatical item facilitates us to

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use it for multiple purposes. Pointing to this prolific aspect of grammar, Brumfit (1980) says, "The point about the grammatical system is that a limited and describable number of rules enable the learner to generate an enormous range of utterances which are usable, in combination with paralinguistic and semiotic systems, to express any function."

The use of functional-notional syllabus recommended by CLT may be applicable to the courses of English for Specific Purposes (ESP) where learners need to learn some specific uses of English as a second/foreign language with a view to doing some specific job after the completion of the course. In these courses short-term benefits for a particular group of learners are sought and short syllabuses are used, and therefore, it may be possible for the course designers to specify the contents of those syllabuses. But these types of syllabuses prove inadequate for any course of English for General Purpose (EGP) or English for Academic Purpose (EAP) as this type of course claims very extensive use of English involving all the four skills. For the courses of EGP or EAP under the main stream of education, it is very difficult to specify the needs of the learners in terms of functions and notions. According to Brumfit (1980, p. 101), the more sophisticated will be the language situation, the less will it be possible to make any predictions of needs to specify exactly the interaction of the various communication systems which will be required. Therefore, to design a syllabus based on learners' functional-notional needs may be possible for ESP which is less sophisticated, but it is quite difficult to design such a syllabus for EAP or EAP, where very extensive use of English is needed.

The arguments that Krashen and other proponents of CLT have made for using authentic texts to avoid materials based on graded and sequenced grammatical items also do not carry much weight. Many teachers and experts now opine that authentic texts prove problematic for learners, especially at elementary stage, as they find it difficult to cope with so many unfamiliar and complicated lexical and grammatical items, and idiomatic expressions. Referring to this point about authentic texts as 'the paradox', Williams (1983) says, " ...the use of authentic text with learners often has an effect opposite to that intended; instead of helping the learners to read for the meaning of the message, an authentic texts at too difficult a level of language forces the reader to focus upon the code". Therefore, authentic texts are very often found to produce negative result in the non-native contexts, just opposite to the claims of the proponents of CLT.

Besides, authentic texts, if considered from practical point of view, prove quite impractical in those language teaching programmes that have specific goals and time schedules. Language teaching and learning by using authentic texts may be possible in the cases where there is no compulsion/obligation for any specific goals and objectives to be obtained within a stipulated time. But in the programmes where teachers and learners need to achieve specific goals and objectives within a timeframe, it is impractical to use authentic texts, instead of using textbooks or course books based on sequenced syllabuses, in the classroom. Using authentic texts interferes with the systematic way of language teaching and learning, and thereby creates obstacles in the way of achieving the goals and objectives of a programme within the timeframe and other constraints. Arguing for scripted materials, that is, for textbooks based on graded and sequenced syllabuses Swan (1990) opines that they are useful for presenting specific language items economically and effectively. He also claims that in case of such materials course designers can maintain total control over the input and can provide the linguistic elements and contextual back-up according to requirement.

From the above discussion, it can be said that there are many controversies and weaknesses in the claims that CLT makes against the formal teaching of grammar. Besides, CLT has also failed to address the contextual differences while considering the role of grammar in language teaching. All these weaknesses and limitations of CLT signify that it would not be pragmatic to ignore the teaching of grammar on the claims of CLT. Rather, the importance of grammar in the second/foreign language teaching should be determined on the basis of the realities of the contexts where teaching will take place.

IV. The Contextual Realities of Bangladesh and Their Implications for ELT

About the contextual realities of Bangladesh, it is found that "in Bangladesh English is seldom used outside offices and higher educational institutes" (Chowdhury 2000). English is treated here as a foreign language and, therefore, is not used remarkably for official purposes. Bangladesh being a monolingual country, it is seldom used for daily communication too. As a result, students here do not get any exposure to it outside the classroom and have to rely solely on the formal learning of it in the classroom. They do not get any benefit from the wider society in the way children do get while learning their first language. Many of the learners, especially those who come from poor families, do not have any audio-visual instruments like radio or television at their homes and, hence, do not have any kind of exposure to English through these instruments as well.

In the classroom too, the students of this country do not have sufficient exposure to English. If the English medium educational institutes and a few other private ones are kept aside, all the educational institutes in the mainstream education are found to have a fixed timeframe for English course prescribed for each class. They have only one class for this course per day, the

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duration of which being from 40 to 60 minutes. Even during this short period of allocated time most of the teachers do not talk in English throughout the class, especially at the schools situated in the rural areas, as they are neither competent nor do have proper training on ELT. Haider & Chowdhury (2012) in a study on sixteen teachers of eight secondary schools situated both in the rural and urban areas of Bangladesh found only 2 teachers using English throughout the lesson for giving instructions. The rest of the teachers used a mixture of both Bangla and English as medium of instruction. While reading the English text aloud to the students most teachers used Bangla translations to explain the meaning of the text. Lacking in competence and training, most of the teachers in the country neither can project themselves as model English speakers in the classroom nor can efficiently engage students in using English in communicative activities. In addition to this, almost all the schools and colleges here are lacking in modern teaching-learning aids like audio and video equipments, language libraries, computer laboratories, photocopy machines, and so on. About the contextual realities of the schools and colleges in the country, Shahidullah (1996) says that the only teaching-learning aids found available at these educational institutes are chalk, dusters and blackboards. Therefore, learners at these educational institutes cannot use modern teaching-learning aids including the audio-visual ones for the purpose of learning English.

Apart from those constraints, the class size in the context of Bangladesh is very large, consisting of more than 50 students on an average. They sit here in the classroom on benches arranged in long rows. Because of these situational realities, the teachers in Bangladesh, even those who are competent, trained and enthusiastic, find it difficult to engage students in all types of communicative activities. In a study on the Foundation Course of English offered by the Department of English of Dhaka University, Chowdhury (2000) finds "a considerable gap between the theories of communicative teaching methodology and the realities of teaching in a class of forty or more learners." Providing a disappointing picture of the physical conditions of the classrooms used for the Foundation Course, he remarks that it is very difficult to conduct methodology-specific teaching under such circumstances.

Besides, of the four language skills, reading and writing skills are considered more important than the other two skills in Bangladesh. As it has been mentioned earlier, English is not used in the country for daily communications. It is mainly required here for reading and writing purposes and, therefore, these two skills are given priority over the other two skills. One of the main reasons of the importance of these two skills is their requirement for academic purposes. At the higher level of education, especially in the technical field of the country, English is the medium of instruction and almost all of the books available at this level are written in it. It is because of this reality, NCTB (National Curriculum and Textbook Board of Bangladesh) in its educational report (1996) on the curriculum and syllabuses for English at the S.S.C. and H.S.C. levels has specified reading and writing skills as more important than the other two skills for the country. It needs not to mention that these two skills have closer relationship with the grammatical syllabus than listening and speaking skills.

As in the other countries of Asia, in Bangladesh too accuracy of language is considered very important. In a survey Johnson (1984) has noticed that in the Southeast Asian countries teachers put emphasis on grammatical correctness, which they consider important for social appropriateness and meaningful communication. They do not allow their students to speak ungrammatical English in their presence, no matter how much understandable it is. Bangladesh sharing many of the common cultural traits with the other member countries of the Southeast Asia puts emphasis on accuracy in case of language use not only in the educational arena but also in the social arena. In all the examinations here, for example, may it be a certificate-awarding examination or an examination to select candidates for job, accuracy is considered the main criterion for evaluation. In the culture here, educational accuracy, may it be related to speaking or to writing, is always compared with moral accuracy, and therefore, inaccuracy or error in speaking or writing is always negatively evaluated. The persons who use incorrect language are always underestimated. Thereupon, grammatical knowledge is highly expected for the learners of English in this context.

The contextual realities in Bangladesh indicate that acquiring English through communication or through natural approach as proposed by Krashen and others is not possible here. "communicative process or natural approach works well where learners have the opportunity to learn the target language living in the target language speaking environment." But learners in Bangladesh do not have such an opportunity either in the classroom or outside the classroom. Therefore, putting restrictions on teaching grammar in the name of CLT is not only impractical but also ludicrous for this context. Learning English without learning grammatical rules may be possible at some English medium schools or at a few private educational institutes where English is extensively used, but not possible at the mainstream educational institutes of the country.

Since it is difficult to change the present scenario of a context overnight, it is pragmatic either to formulate a new approach suitable for the context or to adapt the existing approach to the contextual realities. The context of Bangladesh signifies that the method and the syllabus to be followed in the country should be grammar-based to enable the learners to learn English as a system so that they can generate sentences by using the system. Putting emphasis on learning the

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system of making sentences, Brumfit (1978) says, "To ask learners to learn a list instead of a system goes against everything we know about learning theory". Therefore, grammatical knowledge should be the cornerstone of the very process of learning English as a second language in the country.

V. Suggestions about Grammar Teaching

However, the very purpose of teaching grammar should be enabling the learners of Bangladesh to achieve a mastery over English so that they can use the language competently as per their requirements. That is, grammar should be taught as a means to the ultimate goal of acquiring language skills. Or, quoting Ur (1988), it can be said that "The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself" (p. 5). Therefore, the starting should be with the classroom activities that focus on grammar, but the ultimate goal should be enabling the learners to use the language meaningfully for different purposes. To ensure the ultimate goal of acquiring a thorough mastery of the language, the learners should not only be imparted grammatical knowledge but also be engaged in having a lot of practice of using English. It can be mentioned here that earlier when the Grammar-Translation method was followed in the country there was no proper emphasis on the practice of using English, and it was the cause of failure to impart language skills to learners as per expectation.

To derive maximum results from grammar teaching, the term 'grammar' should be taken in a broader concept, including both the elements of forms and meanings. According to Williams (1994), the conception of grammar includes not only a description of the rules for well-formedness, but also the rules specifying the relationship between grammatical forms and the real world. That is, what Williams has wanted to say is that the concept of grammar should include some kind of rules which are required to form correct sentences in terms of word order, morphology, structural elements, in the one hand, and also some other kinds of rules which are needed to use these sentences appropriately in terms of their inter-relationships and meanings, on the other hand. He has termed the first kind of rules as 'constitutive grammar' and the second kind of them as 'communicative formulate the relations between the formal events of grammar, such as, words, phrases, sentences, etc., and the conditions of their meaning and use. In linguistic terminology, he says, communicative grammar means 'relating syntax and morphology to semantics and pragmatics.'

Obviously, the syllabus to be followed for ELT in Bangladesh should be multidimensional with focus on grammar that should have two major aspects – formal and communicative. The formal aspect will be concerned with the elements of syntax, pronunciation, morphology, vocabulary, etc., whereas the communicative aspect will be concerned with a view of language in use and will, therefore, indicate how the formal elements are related to meanings, functions, notions, contexts, etc. Of all the elements having share of the syllabus, those concerned with the formal aspect should be considered as the primary items and should constitute the very backbone of the syllabus. The other elements including those of communicative aspect should be integrated with them as the secondary elements in the syllabus so that learners can have a very comprehensive view about language learning and can use it properly as per their requirements. The English textbooks or course books to be based on this multi-strand syllabus should include a lot of tasks and activities compatible with the classroom circumstances and also with the cultural and educational profiles of the learners to create opportunity for their practice of using English.

VI. Conclusion

In conclusion it can be said that many of the linguists, researchers or teachers are not now convinced of the point that learning grammatical rules always creates obstructions in the way of learning a foreign/second language. They also do not believe that communicative process or natural approach is the only effective way of learning a second/foreign language. Rather, they believe that in many cases formal instruction or formal teaching of grammar proves better than natural approach, depending on learners' personal profiles and contexts. In the contexts where learners do not have any exposure to the target language either in the classroom or in the wider society, and where there are so many problems in case of time, management, class size, quality of teachers, etc., learners there can learn better through grammar-based teaching-learning practices rather than through natural approach or communicative process as advocated by CLT. The contextual realities of Bangladesh are no better than those mentioned above, which signifies that learners here will learn English as a foreign language better if they learn it through grammar-based approach. Any attempt to teach English in the country without teaching its grammar will be quite impractical and, therefore, will not yield the desired results. The recent decline in the overall quality and outcome of ELT in Bangladesh undoubtedly can be traced to the attempt to teach English without teaching its grammar in accordance with principles of CLT. Therefore, instead of avoiding formal teaching of grammar, it should be exploited to maximize the success of ELT in the country. That is, grammar should be used as a catalyst to the achievement of mastery over English by the learners.

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The Development of AWQAF Institutions in Nigeria for Sustainable Community Development and Poverty Eradication

By Abdul - Fatai Olasupo
Awolowo University, Nigeria

Abstract - In the whole of black Africa, South Africa is the only country known to be practicing Awqaf institutions. However, seven years ago Muslim community at Obafemi Awolowo University in Nigeria commenced the practice. Nigeria is a huge Muslim population country. More than half of the entire population of the country is Muslim. However, 90 percent of this Muslim population is located in the Northern and Western parts of the country. This explains why Awqaf institutions are mostly located in these two out of three regions of the country. Just as there are national Awqaf institutions so are there state and local variants of them. In fact, institutional Awqaf institutions e.g. Universities and other tertiary institutions, also exist.

Obafemi Awolowo University, Ile-Ife, as an educational institution with active Awqaf institutions has the following granite Islamic bodies or organizations that operate Awqaf: Obafemi Awolowo University Muslim Community (OAUMC); Vanguard of Islam (V I); Association of Muslim Professional (AMP); University of Ife Muslim Graduate Association (UNIFEMGA); Federation of Muslim Women's Association in Nigeria (FOMWAN); Obafemi Awolowo University Trust Cooperatives (OAUTC), Kudiratulai (KL), Muslim Family Forum (MFF), and Muslim Student Society of Nigeria OAU branch (MSS). It is part of the mission of these bodies to embark on community development projects as well as eradicating poverty within the University community and outside it as well[1].

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Abdul - Fatai Olasupo

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Some of these bodies are local branches of the national bodies, UNIFEMGA for example has national head quarter in Abuja, the federal capital of Nigeria and states branches in the following states: Lagos (Lagos State), Ibadan (Oyo State), Ife (Osun State, Osogbo (Osun State), Ilorin (Kwara State) and Port-Harcourt (Rivers State) (Visit the website: www.unifemga.com and click the branches column). Its tentacles have also been spread to other continents outside Africa. It (UNIFEMGA) has international branches in United States of America, United Kingdom, Canada and Saudi Arabia ((Visit the website:

www.unifemga.com and click on the column: donation account details). But the important thing about these Islamic associations is their viability in instituting Awqaf for community development projects such as mosque, Muslim primary and secondary schools and purchasing of buses for hireling as well as for conveying children of the members, other Muslim children of the community as well as other interested out-campus fellow Muslim children and non Muslim children ready to abide by the tenets of the schools.

This paper attempts to examine the origin, growth and development of Awqaf institutions in Obafemi Awolowo University and their impacts on Obafemi Awolowo University Muslim community developmental projects and poverty eradication programs within and without the campus Muslim Ummah.

Author : Department of Local Government Studies, Faculty of Administration Obafemi Awolowo University, Ile-Ife, Osun State,Nigeria. E-mail : faolasupo@yahoo.com.

I. Introduction

In 1961, a commission was set up by the Federal Government under the chairmanship of Sir Eric Ashby to survey the needs of post-secondary and higher education in Nigeria over the next twenty years. One of the most lasting results of the commission was the establishment between 1961 and 1962 of three Universities in Nigeria. One of these three Universities is the University of Ife now Obafemi Awolowo University. The University had as its temporary environment the abandoned site of the Nigerian College of Arts, Science and Technology, which had re-located to the University of Ibadan in 1962 (University of Ife, 1977:5).

The first major transfer of environment from the temporary site to the permanent site, Ife, a town of about 80 kilometers north – east of Ibadan in the then Oyo State, took place on 29th January 1967. Its teaching facilities and buildings were set up at this time. As it is traditional in Colonial British Universities, residential quarters were also made available for teaching and non teaching staff with some structural and spatial separation between the senior and junior staff officers. These houses were allocated to staff that paid only nominal rent.

But being a multi religious institution, each religion was left to fend for itself, though in 1981, the University authority made land available for building of religious institutions, each of these four religions: Muslim, Protestants, Roman Catholics and Traditionalists was responsible for the construction of its own Mosques, Church or Shrine (Mosque Project Committee, 1986:2). The concern of the very few Muslim members of this University community then was how to Construct a mosque of their own–central Mosque.

[1]Being corrected version of the paper presented at the recently concluded International Conference on Islam in Africa: Intellectual Trends, Historical Sources and Research Methods 19-21 July 2011, 17-19 Sha'ban 1432H at the Banquet Hall, ISTAC and Banquet Hall, IIUM Gombak; Malaysia.

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Through levies, fund raisings, donations and luncheons, a medium size central Mosque was constructed. With time, and as the Muslim Ummah began to increase, the need not just for enlarged central Mosque but also an architectural master piece, in line with the University's tradition of imposing edifices, and other demands, all of which require huge sums of money, arose.

This paper focuses on how Obafemi Awolowo University Muslim community is gradually moving towards creating and developing awqal institutions to carry out its Muslim community development projects, poverty eradication and the problem likely to face these burgeoning awqaf institutions.

II. Concept

Two important terms that require conceptualization in this paper are "Awqaf" and "Endowment". Awqaf is a word defined by Arabic English Dictionary as "Religious endowment, endowment fund, and unalienable property" (Cowan, 1960:1093). The interpretation of the meaning of the noble Quran corroborated this when it said Awqaf is "Religious endowment" (Al-Hilah and Mushin Khan, 1995:1168).

"Endowment" on the other hand, needs to be broken down into two – "Endow" and "Endowment" – so as to grasp its full meanings. According to the Oxford Advanced Learners Dictionary, to endow means to give money, property, etc to provide a regular income for a school, college, etc. It also means, "to provide s/sth with a good quality, ability, feature etc". For example, it can be used this way: "She's endowed with intelligence as well as good looks"; "endow with authority/responsibility; a city endowed with numerous small parks" (Hornby, 1974:381).

Endowment itself has three distinct meanings (a) "the action of endowing: the endowment of many schools by rich former pupils"; (b) it also means "money, property, etc given to provide an income: The Oxford and Cambridge colleges have numerous endowments"; (c) "a natural talent, quality and ability" (Hornby, 1974:381).

These three meanings of endowment are applied in this paper in this ranking order (a) the action of endowing; the endowment of Obafemi Awolowo University by rich former Muslim students of the University who are now employees of the same University and other successful ones in their various callings outside the University (e.g. local, national and international UNIFEMGA); (b) "natural talent, quality or ability" here refers to availability of high manpower such as Muslim Professors, Senior Lecturers, Professionals such as lawyers, engineers, medical doctors, quantity surveyors seasoned University administrators or technocrats within OAU Muslim community; and (c) the ability of these high quality of people and organizations within the Muslim community to give money, property, etc to provide an income with which to embark and sustain Muslim community development projects and the eradication of poverty within the Muslim community of the campus in particular and the larger society in general (Hornby, 74:381).

III. Origin

The origin and the first stage in the development of Awqaf among Obafemi Awolowo University, formerly University of Ife, Muslim community, was the endowment of the community with human resources. The need to build a central Mosque for the University Muslim community exposed the existence of these vital resources. The great and successful mobilization of Muslim members of this community for this onerous duty of building a temporary central Mosque of their own and on their site was fulfilled with dispatch (Mosque Project Committee, 1986:2). But when the need to build a befitting and permanent one arose, it laid bare the inadequate financial resources of the members of the Muslim Community of the University, for not only was the initial capital required was three and a half million naira (N3.5 million) in 1985 but has also acquired multiplicity to the tune of fifty million naira (N50,000,000) by 1998. What was responsible for this multiplicity was the Structural Adjustment Program of that period and its attendant galloping inflation. In any case, by now, despondency on the part of the Muslim community on the campus had set in due to harsh economic and political climate.

This necessitated the need to look outward but eagle eye was kept at inward sources of fund as well. Again, by now, various Muslim Associations or Organizations had begun to spring up but had not realized their possibility of engaging in awqaf though they were no doubt imbued with potentials. At any rate, the Executives of the OAU Muslim community led by the Chief Imam of the Central Mosque, Dr. Abubakar Sanusi, linked up with the leaders of outside Muslim communities to reconstitute a new OAU Central Mosque Project Committee (Mosque Project Committee, 1086:6, see this website www.unifemga.com for the state of the Central Mosque).

The Committee set to work immediately and on 1st November, 1986 launched a public appeal for funds for the project. Simultaneously with the launching was the foundation stone laying ceremony performed by His Royal Highness Alhaji Shehu Idris, Emir of Zazzau on behalf of the then Sultan of Sokoto, His eminence Sir Abubakar Siddiq III who named the Mosque "Mosque of Unity" (Mosque Project Committee, 1986:2). To attract these high calibers of personalities was due to resourcefulness of human capital available to the OAU Muslim community.

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At the launching and foundation stone laying stage, a total sum of ₦656, 212.94K was raised and supplemented later by ₦247m135.67K. This brought the total amount raised in respect of the Mosque project to ₦903, 348.61K, less than a million out of the initially needed three millions naira. Inflation had since jerked up the cost of fifty millions naira (as at 1998 when a US dollar exchanged for forty naira, not to talk of now when it exchanges for one hundred and fifty naira) to complete the Mosque (Mosque Project Committee, 1986:2). The launching fund having been expended on the Mosque project could only bring the Mosque to ground level lintel stage. For more than fifteen years, the new central Mosque remained at that stage. But this stagnation only led to the explosion of abiding ingenuity in the Executive Committee of the Central Mosque, as a lasting and durable approach towards completing the Mosque was found.

IV. Development

The next stage in the development of Awqaf institution within OAU community was harnessing the individual and collective, particularly collective "natural talent, quality or ability". As expected, the objective of completing the central Mosque was the gadfly and the strategy was the formation of Islamic association or organizations within the ambit of the Muslim community of OAU and coordinated by the executive of the central Mosque. This was seriously pursued by Dr. Abubakar Sanusi, the Chief Imam of the OAU Muslim community, who is also an active member of some of the associations. Though some of these associations had been in existence for a long time, they were moribund with regard to building awqaf institutions. While old Islamic associations within the campus were resuscitated, formation of new ones was encouraged. Each had a constitution that takes after the Constitution of Obafemi Awolowo University Muslim Community, Ile-Ife, Nigeria (The Constitution, 2006, The Constitution, UNIFEMGA).

These associations are hierarchically structured. At the peak is Obafemi Awolowo University Muslim Community; followed by Vanguard of Islam which composes of elders such as Muslim Professors, senior lecturers, seasoned administrators and experienced professionals such as lawyers, medical doctors, engineers, surveyors etc. This association is a think-thank that provides the executive of the University Muslim Community intellectual support. Next to this is University of Ife (Now Obafemi Awolowo University) Muslim Graduate Association. This association is the most resourceful in terms of human resources. Membership of this association is open to graduate and post-graduate members of Obafemi Awolowo University. It has cross-local, national and international linkage. It has a banking system known as Obafemi Awolowo University Trust Fund (OAUTF), which is a banking system with Sharia platform but largely independent of UNIFEMGA. Federation of Women's Muslim Association in Nigeria is also an association with local and national outreach. The OAU branch of it is just an institutional affiliate. Kudiratulai is another Muslim women association within the campus and membership is limited to Muslim women on the campus alone. Muslim Family Forum is an association limited to Muslim families within the campus who on their own set up Arabic and Islamic studies school that is run mostly on weekend basis. Finally, there is the Muslim Students Society, which is a national body with Obafemi Awolowo University branch being an active member of the OAU Muslim community.

These OAU Islamic associations have undergone a kind of tutelage in financial capacity building under the Executives of the Obafemi Awolowo University Muslim Community (OAUMC) and most of them now generate sufficient funds for their activities as well as that of central activities.

V. Growth

The last stage in the development of Awqaf in the Obafemi Awolowo University now is the growth stage. That is, Obafemi Awolowo University Muslim Community is now able to generate internal revenue that is not less than two hundred thousand naira (₦200,000.00) per month. This began seven years ago and it marked the first time the community would have stable, regular and durable sources of income as against the previous order in which community relied on levies, donations and launching, which are irregular, meager and unstable. When the executives of the OAU Muslim community realized that the only viable source(s) of generating stable internal revenue was to permit the executive to deduct from members salaries at the source, they were confronted with two major problems. One was how to persuade OAU Muslim Ummah and staff on the need to accede to this strategy. The second problem was to equally persuade the University authority to accept this and assist the community in making the deduction from the source and hand over the deducted amount from members salaries to the OAU Muslim executive monthly.

Having successfully persuaded the Muslim workers of this Muslim community, through weekly Jumat sermons, reinforced by executive members' movements from office to office, appealing and persuading members within the campus, on the need to subscribe to deduction from source, the following funds: Zakat, Mosque Project, Sadakat, awkuf etc were identified. A form was designed and sent to members for filling (OAUMC, 2004:1). The form authorizes the Muslim community to deduct whatever amount subscribers wish the community to deduct from their

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salaries for the various funds indicated. Earlier, the Chief Imam of the OAU Muslim community had prepared a table to assist members of the community on how much they will give out as Zakat from their earnings.

Having obtained approval of the Muslim workers on the campus, to deduct certain amount at the source from their salaries, similar appeal and persuasion were extended to the University authority for acceptance and approval of this arrangement, since without its consenting authority, it would be impossible to deduct at source. The tables below show the monthly and yearly deductions made so far since the deductions at source began more than seven years ago.

Table 1 : Obafemi Awolowo University Muslim Community, Ile-Ife 2004 Monthly Deduction Breakdown

	MOSQUE PROJECT	ZAKAT	SADAQAT	AWKUUF	OAU TRUST	UNIFEMGA	OAU MC OTHERS	TOTAL
JULY	126,245.32	58,295.50	5,370	1,770	58,600	0	1,210	250,490.82
AUGUST	126,855.32	59,095.50	5,270	1,810	59,600	0	1,310	253,940.82
SEPTEMBER	125,375.32	58,853.85	5,220	1,790	60,100	0	760	252,099.17
OCTOBER	122,375.32	52,303.85	5,170	1,740	59,600	0	1,210	242,349.17
NOVEMBER	127,275.32	52,653.85	5,270	1,840	62,950	7,000	1,210	258,199.17
DECEMBER	127,075.32	54,295.50	5,270	1,840	62,950	8,000	1,210	260,640.82
TOTAL	754,151.92	335,498.05	31,570	10,790	363,800	15,000	6,910	1,517,719.97

Table 2 : Obafemi Awolowo University Muslim Community, Ile-Ife 2005 Monthly Deduction Breakdown

	MOSQUE PROJECT	ZAKAT	SADAQAT	AWKUUF	OAU TRUST	UNIFEMGA	OAU MC OTHERS	TOTAL
JANUARY	127,275.32	54,195.50	5,270	1,840	67,500	9,500	1,210.00	266,790.82
FEBRUARY	128,375.32	54,378.50	5,370	1,840	72.150	10,000	1,606.59	273,720.41
MARCH	128,375.32	54,378.50	5,370	1,840	72,150	10,000	1,210.00	273,323.82
APRIL	128,375.32	54,978.50	6,520	1,840	78,550	10,500	1,110.00	282,273.82
MAY	127,275.32	53,978.50	6,520	1,840	86,150	11,000	1,110.00	287,273.82
JUNE	126,575.32	53,878.50	5,870	1,740	92,150	11,000	1,110.00	292,323.82
AUGUST	126,075.32	54,378.50	5,870	1,740	98,900	11,000	1,110.00	299,073.82
SEPTEMBER	127,075.32	56,028.50	5,670	1,740	144,500	12,000	1,110.00	348,123.82
OCTOBER	121,675.32	54,358.50	5,670	1,740	149,550	11,500	1,110.00	345,603.82
NOVEMBER	122,120.00	55,278.18	5,870	1,840	158,745	12,000	1,010.00	356,863.18
DECEMBER	123,195.00	68,739.53	6,470	1,840	176,795	12,000	1,210.00	380,249.53
TOTAL	1,512,360.20	658,449.71	70,340	21,580	1,289,290	131,500	14,016.59	3,697,544.50

Table 3 : Obafemi Awolowo University Muslim Community, Ile-Ife 2006 Monthly Deduction Breakdown

	MOSQUE PROJECT	ZAKAT	SADAQAT	AWKUUF	OAU TRUST	UNIFEMGA	OAU MC OTHERS	TOTAL
JANUARY	125,250.32	68,286.85	6,470	1,840	247,645	27,500	1,210.00	476,202.17
FEBRUARY	124,695.00	68,771.53	6,470	1,840	256,995	30,000	1,210.00	489,981.53
MARCH	128,395.00	74,595.28	6,470	1,890	326,750	36,000	1,210.00	574,310.28
APRIL	130,035.00	83,457.28	6,470	1,890	349,350	43,000	1,210.00	615,412.28
MAY	111,885.00	105,324.28	6,470	1,890	426,850	43,000	1,210.00	696,629.28
JUNE	131,685.00	86,261.28	6,670	1,890	456,500	43,000	1,210.00	727,216.28
AUGUST	137,335.00	89,886.00	6,670	1,890	573,634	39,000	1,210.00	820,192.00
SEPTEMBER	137,535.00	91,266.00	6,670	1,890	542,561	39,000	1,210.00	820,192.00
OCTOBER	141,485.00	92,018.92	6,740	1,890	640,130	39,500	1,210.00	923,053.92
NOVEMBER	145,885.00	93,751.92	6,820	1,990	624,252	39,500	1,310.00	913,608.92
DECEMBER	147,685.00	89,901.92	6,920	1,990	791,435	39,500	1,310.00	1,077,741.92
TOTAL	1,593,155.32	1,030,083.26	78,769	22,780	5,720,442	460,000	14,720.00	8,919,940.58

Source : Mr. Kamarudeen T. fasola, the current treasurer of oau muslim, community, ile-ife

A cursory look at these data shows progressive increase in the amount deducted for awqaf since 2004 when this deduction at the source began. Although the amount realized annually from these deductions for awqaf are very, very small – ₦10,000.00 in 2004 when it actually started, then ₦21,580.00 in the year 2005 and finally ₦22,780.00 in 2006 – progress has started. Again, it is worth explaining that the small amounts realized annually for Awqaf since 2004 is as a result of central Mosque fund, which is the focus of attention of virtually all the members of the Muslim community. For instance, an average amount of three millions naira (₦3,000,000.00) is realized annually from deduction at the source for the purpose of completing this central

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Mosque. If these annual amounts have been diverted to the practice of real Awqaf, there is no doubt it would have been a huge success story. But the central Mosque project is the priority attention now.



The old central Mosque[2]



The new central Mosque under construction[3]

With the acceptance and approval of this request (deduction from source) by the University authority and the success it recorded in stabilizing regular fund for the Muslim community projects, sub-community associations UNIFEMGA, and its affiliate, OAUMTCICS adopted similar approach. They also designed forms for members willing to have certain amount of money, apart from mosque fund, deducted from their salaries at the source for their sub-associations for various community projects and poverty alleviations.

Within Obafemi Awolowo University are awqaf financial institutions such as Obafemi Awolowo University Staff Cooperative Thrift and Credit Society (OAUCTCS), The Progressive Cooperative Thrift and Credit Society (PCTCS), Awovarsity Staff Cooperative Thrift and Credit Society (AVSTCS) and the Obafemi Awolowo University Muslim Trust Cooperative Investment and Credit Society Limited (OAUMTCICS). The last three cooperatives broke away from the premier one, which is about forty years old, albeit for different reasons. While the breakaway of Progressive was informed by the need to decentralize and Awovarsity by the need for Academic Staff to be separate from other societies; that of OAUMTCICS was necessitated by the need to be Sharia compliant. The question of loan taken by Muslim community for their development of the central mosque, from OAUCTCS, (PCTCS) and (AVSTCS) generated a heated debate among Muslim Ummah of this University. As conventional cooperative societies on the campus, membership of any of these three has no religious inhibition and so willing members could apply to join any of them on voluntary basis. As a matter of fact, the Vice-Chancellor is a member OAUCTCS (Cooperators, 2006:10).

[2]The old Obafemi Awolowo University Central Mosque constructed through donations from within and outside the University.

[3]The new and befitting Obafemi Awolowo University Central Mosque under construction through deductions at source from Muslim workers at the Obafemi Awolowo University. Donations within and without the University also form part of the funds for the construction of this Mosque but the main, stable and regular source of the funds for this construction comes from the monthly deductions from Muslim workers salaries. Not less than two hundred thousand naira (#200,000.00) is realized monthly for this Mosque project.

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The sole and only business of the societies is granting of loans to members. But, "members and non-members alike have the opportunity of buying household appliances like television, freezers, irons etc. from the societies' building (Cooperators, 2006:10). At a point in time, a Muslim member and an active member of Obafemi Awolowo University Muslim community headed the premier cooperative society, OAUCTCS. The Muslim community saw this advantage and promptly seized it to raise a loan of ₦400,000.00 to further develop the stagnated central mosque construction. In raising this loan from the OAUCTCS, care was taken not to trample on the principle of Sharia. In this regard, the loan was taken indirectly. The then chairmen of the Muslim community who is also a financial member of the OAUCTCS, Professor M.A.O. Rahman, volunteered to raise the loan in his name, while some other Executive members of the Muslim community volunteered to pay the interest on the loan (Sanusi and Salau, 2007). So the Central Mosque as an institution was shielded from this and as matter of fact the loan was promptly retired in due course. But, even with these extreme cautions, zealots still faulted the approach of raising the loan as being against the tenets of Sharia. This, in part, led to formation of similar thrift with Sharia compliance. Members of UNIFEMGA spearheaded the formation of this campus Muslim financial institution but soon largely became independent of it (UNIFEMGA). Though the Executive committee of the Muslim community has never approached this campus Islamic financial institution for financial assistance since its inception more seven years ago, there is no doubt that whenever it does, it would be obliged since the community now has a stable and regular monthly revenue it could use as collateral. Below is the data of those members of UNIFEMGA and non members who subscribe to Obafemi Awolowo University Muslim Trust Cooperative Investment and Credit Society Limited (OAUMTCICS).

Table : University of Ife Muslim Graduate Association December 2006 Deduction Tabulation Breakdown

S/N	DEPTAL	S.CODE	NAME	DEPARTMENT	OAUTRUST ₦	UNIFEMGA ₦	TOTAL ₦
1.	0106	11660	Bello S.A. (Mr.)	Manag Auditor	500.00	500.00	1000.00
2.	0106	18879	Oyebode G.J. (Mr.)	Manag Auditor	17,200.00	500.00	17,700.00
3.	0109	10575	Ayantola Y.N. (Mr.)	Legal Unit	14,050.00	500.00	14,550.00
4.	0209	13075	Agbaje M.O. (Mr.)	S.T.D.U.	11,550.00	1,500.00	13,050.00
5.	0301	10574	Afeye M. (Mr.)	Budget, Admin & Report	5,200.00	500.00	5,700.00
6.	0301	10271	Fashola K.T. (Mr.)	Budget, Admin & Report	9,250.00	500.00	7,750.00
7.	0502	43339	Tijani A.A. (Mr.)	Agric. Economics	37,942.00	2,500.00	40,442.00
8.	0503	40099	Oseni S.O. (Dr.)	Animal Science	2,550.00	500.00	3,050.00
9.	0503	40249	Ola S.I. (Mr.)	Animal Science	6,550.00	500.00	7,050.00
10.	0505	40094	Sosan M.B. (Mr.)	Plant Science	-	500.00	500.00
11.	0506	40141	Muda S.A. (Mr.)	Soil Science	33,050.00	1,500.00	34,550.00
12	0602	40368	Yusuf Y.K. (Dr.)	English	10,050.00	5,500.00	15,550.00
13.	0902	40287	Aderogba M.A. (Mr.)	Chemistry	-	500.00	500.00
14.	0902	42764	Durosinmi L.M. Dr.(Mrs.)	Chemistry	-	500.00	500.00
15.	0909	40592	Ajadi S.O. (Mr.)	Mathematics	18,050.00	1,500.00	19,550.00
16.	0911	40156	Akintoye M.A. (Mr.)	Zoology	10,450.00	1,500.00	11,950.00
17.	0915	40289	Saheed S.A. (Mr.)	Botany	-	500.00	500.00
18.	1002	40321	Abiola A.G. (Dr.)	Economics	-	500.00	500.00
19.	1002	40449	Saibu M.O. (Mr.)	Economics	3,050.00	500.00	3,550.00
20.	1007	40221	Bisiriyu A.L. (Mr.)	Demography	4,050.00	2,500.00	6,550.00
21.	1403	40197	Osunleke A.S. (Mr.)	Chemical Technology	31,050.00	1,500.00	32,500.00
22.	1406	40171	Eludiora S.O. (Mr.)	Computer Science	11,050.00	1,500.00	12,550.00
23.	1406	40272	Sanni M.L. (Mrs.)	Computer Science	18,050.00	2,000.00	20,050.00
24.	1406	45870	Bello S.A. (Mr.)	Computer Science	36,050.00	1,500.00	37,550.00
25.	1407	40677	Owolarafe O.K (Mr.)	Agric Engineering	33,300.00	2,500.00	35,800.00
26.	1408	40648	Olajumoke A.M (Mr.)	Civil Engineering	10,050.00	1,500.00	11,550.00
27.	1411	43256	Umoru L.E. (Dr.)	Meta/Material Engr.	10,050.00	2,500.00	12,550.00
28.	1800	18687	Olowolayemo A.K. (Mr.)	Computer Centre	16,550.00	1,500.00	18,050.00
29.	2202	40183	Omoleke I.I. (Dr.)	Public Adm.	550.00	1,500.00	2,050.00
30.	2203	40226	Oladejo A.O. (Mr.)	Management &Accout	8,150.00	500.00	8,650.00
							397,842.00
				Total	358,342.00	39,500.00	397,842.00

Sources : M. Afeye M The secretary to obafemi awolowo university muslim graduate association

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There are two important clarifications to be made about this Table: the number of registered members of the UNIFEMGA and two, of the columns in the table above. Membership of UNIFEMGA is far above thirty that is recorded in the table. It is just an extract from its less than two hundred membership strength (See website: www.unifemga.com, UNIFEMGA, Membership Directory: 1-30).

The UNIFEMGA column shows how many individual members voluntarily asked to be deducted from his or her salary every month for the purpose of the association's awqaf, community development projects and poverty alleviation assistance, The OAU Trust column shows how much is deducted from members' salaries for the interest free loan they took. The amount of loan taken determines the amount deducted. The Muslim community has so far not yet requested for loan from this association in pursuance of central Mosque project. But if it decides to do so, it could only do so indirectly. It could not directly apply for loan from this association because it is not a financial member of this Muslim Trust. The only way the Muslim community could secure interest free loan for the purpose of completing the central Mosque is by passing through a Muslim financial member of the association who is a worker in the University and whose salary is fantastic enough to match the loan he wants to take on behalf of the Mosque project committee.

On rare occasions, wealthy members of the Muslim community also lend the community interest free loan. Two instances of this were, one, when Professor M.A.O. Rahman, as the chairman of the OAU Muslim community, borrowed the Muslim community ₦100,000.00 for the development of the central Mosque. Secondly, the current chairman of the OAU Muslim community, Professor M.A. Durosinmi, borrowed the Muslim community $1000 dollars for the renovation of Mosques within the halls of residences of the students. The Muslim community had since repaid these loans to these two Professors who are one time or the other Chairmen of the Muslim community in Obafemi Awolowo University (Agbaje, 2007). The pertinent question at this point is that how are these various funds: Zakat, Mosque Project fund, Sadakat, awkuf, loan etc. are used to build and strengthen Awqaf institutions (OAUMC, 2004:17).

VI. Community Projects

At present, as strictly as possible, the various funds realized through deductions: Zakat, Mosque Project fund, Sadakat and loan are spent for the purpose for which they are meant. The various Islamic associations within Obafemi Awolowo University embark on different Islamic community project and poverty alleviation but the central ones common to all these Muslim associations are the building of central Mosque, maintenance of Mosques in the hall of residences, sinking of boreholes at the cost of ₦800,000.00 (Popoola, 2004:4), providing assistance to the needy in particular, enhancing the capacity building of Muslim students, assisting indigent Muslim students and the supply of relief material in time of disaster – and this has no religious bias (OAUMC, 2004:1).

The sinking of borehole at the cost stated above is unique for it capacity to assume Awqaf function. Presently, the Mosque depend on a well temporarily sunk to provide water for use for those who come there to pray while the feasibility study of how and where to drill the standard borehole within the Mosque premises is on going. Surely when the borehole comes into operation it is certainly going to be under utilized because only Jumat service, which comes up every eight day attract heavy presence of Muslim Ummah. To make maximum use of this borehole, its product – water – could be commercialized by engaging in pure water business (a kind of business in which water is packaged in satchet and sold for five naira per sachet) which will be fetching the community not less than two thousand naira per day depending on how the business moves. The business would not lack patronage because most of even the women members of campus Muslim community are petty traders who engage in this kind of business. Two thousand or even one thousand naira in a day multiplied by thirty days means generation of sixty or thirty thousand naira per month. This will be a huge amount, stable and regular. Of all the OAU Muslim community projects, ones without stable source of fund for maintenance and sustenance are mosques in the students' hall of residences. But through resourcefulness of the Executive committee of the Muslim community, a way was found out of this dilemma.

"The Chairman Muslim Community, Professor Durosinmi mentioned in his submission that the spaces behind the reading rooms were given by the Vice-Chancellor, Profesor Aboyade in 1975 to the Muslim students to be used as mosque in realization of Muslims' right to worship". "About 1966", Professor Durosinmi went on, "Professor Adewoye (Dean, Student Affairs under Professor Wale Omole as Vice-Chancellor) gave the Fajuyi and Awolowo halls cafeteria kitchenettes to the Muslim Students that usually lined-up during prayers to the staircase between the reading room and the common room and to avoid disturbance and distraction to students reading in the reading room. The two mosques were formally handed-over to the Muslim community by the Vice-Chancellor, Professor Rogers Makanjuola through a letter Ref. No. VC.42/Vol.II/130" (Farinde and Salau, 2006:1). When another association, Kudiratulai, needed a place where Arabic and Islamic studies would be imparted to their children mostly on weekend but could not yet raise sufficient fund to do this, the association appealed to the Executive of the Muslim community for assistance. The Muslim Executive

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picked up the gauntlet by approaching the University authority for assistance in respect of releasing some of the classrooms in the University staff school for temporary use by the Kudiratulai.

However, after securing the spaces in the two halls of residences by Muslim Executive for Muslim students, for worship, another question arose – renovations to meet the necessary standard of a good mosque. To raise the needed amount of two millions naira (₦2,000,000.00) for the renovation of these cafeteria-converted mosques, appeal was made to various Muslim associations within the campus and their outer and in fact Diasporas affiliates. When response to this appeal began to come in substantial amount of money, more than what was expected was realized. Below is the statistics of amounts realized as donations in respect of central mosque and two other mosques in Awolowo and Fajuyi halls in the last three years.

Table : Donations Received by Muslim Community in Respect of the Completion of Central Mosque and Renovation of Mosques in awolowo and Fajuyi Halls in the last three years

S/N	ASSOCIATIONS	DONATIONS ₦	PURPOSE	DATE
1.	UNIFEMGA (IN DIASPORA)	3,460,850.00	For the completion of on-going Mosque project in the University	25th January 2007
2.	VANGUARD OF ISLAM	250,000.00	For the purpose of on-going Mosque project in the University	
3.	UNIFEMGA (NATIONAL)	600,000.00	For renovation of Mosques in Awolowo and Fajuyi halls	25th February 2005
4.	UNIFEMGA (IN OAU)	900,000.00	For renovation of Mosques in Awolowo and Fajuyi halls	Remitted instalmentally
5.	FOMWAN ILE-IFE BRANCH	5,000.00	For renovation of Mosques in Awolowo and Fajuyi halls	29th April 2005
6.	KUDIRATULAI	5,000.00	For renovation in Mosques in Awolowo and Fajuyi halls	-
7.	IFE MUSLIM COMMUNITY	50,000.00	For renovation of Mosques in Awolowo and Fajuyi halls	25th April 2005

Sources : Information was provided by the treasurer of UNIFEMGA, Mr. Afeye and Dr. I.O. Aransi, former Secretary of the OAU Muslim community. For further information visit the website of UNIFEMGA: www.unifemga.com. for more information on donations).

These various funds received by the Muslim community are instantly consumed by various developmental projects that the Muslim community is engaged in. with these, there is no way Executives of Muslim community could embarking on the practice of real Awqaf. One hopes that when all various Mosques projects shall have been completed attention will shift to the practice of real Awqaf from where to generate income to maintain and sustain the developmental projects. However, there is one Muslim association within the campus today that is already engaged in the practice of real awqaf – UNIFEMGA. Although it is not yet four years old it started this, it is making progress by leaps and bounds.

VII. Real Awqaf

The real Awqaf (endowment) is "money, property, etc given to provide an income" (Hornby, 1974:381). It would be seen that money given by various association from within and without to OAU Muslim community was not meant to provide income but for carrying out developmental projects. Nor the community also diverts these amounts to awqaf development. But there is one association within the Muslim community in the University that has begun development of awqaf institutions – UNIFEMGA.

The UNIFEMGA Obafemi Awolowo University branch, in the last seven years has embarked on series of income earning projects. The association first established Obafemi Awolowo University Muslim Trust Cooperative Investment And Credit Society Limited (OAUMTCICS). Members save money there and are entitled to take loan from it.

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Temporary site of Obafemi Awolowo Muslim Trust Cooperative Investment and Credit Society Limited (OAUMTCICS) [4]

This cooperative also engages in light investments such as purchasing ram during Eidl-kabir from the northern part of the country for cheaper sale to members. None members could as well purchase from them but at a slightly higher price than members of the cooperative. The association has also purchased land and is building on it a nursery and primary school. Muslim members as well as none members are free to enroll their children in the school that is a fee paying one. The school is thus run with the fees paid by the parents of the pupils although where necessary, the association supplements the revenue generated through fee because the school has just started.



Temporary site of UNIFEMGA Preparatory school



emporary site of UNIFEMGA primary school



Permanent site of UNIFEMGA Nursery and Primary School under construction [5]

About a year ago, the association also purchased a bus to carry pupils of the school to and fro. The parents of these pupils, for the bus services, pay a token amount. The bus is also open for hire to members and none members alike during the weekend. Through these Awqaf institutions – OAUMTCICS, UNIFEMGA Nursery and Primary School and UNIFEMGA bus – the association generates income to finance its activities.



UNIFEMA bus [6]

Recently, UNIFEMGA secured Lands within and outside the campus for the building of Students' Hostel. While that on the campus is a lease from the University for thirty (30) years, the association ownership of the one in town is in perpetuity. These are two recent investments UNIFEMGA has dabbled into (Aransi, 2011). Though Lands for investment projects have been secured development of the projects are yet to begin.

But some factors likely to militate against these awqaf institutions have started emerging. One of the essences of endowment is generation of income. However, what is charged as Interests, school fees and

[4]The University authority recently approved a permanent site where Obafemi Awolowo University Muslim Trust Cooperative Investment and Credit Society will be built. The financial institution is Sharia compliant and owned sole by the Muslim Graduate workers at Obafemi Awolowo University.

[5]Above are fund generating pre-nursery, nursery and primary schools. Under construction is the permanent site of the nursery and primary schools.

[6]The bus above is also fund generating venture. It charges fees from parents of the pupils that it convey to school daily as well as members of the Obafemi Awolowo University Muslim Community wanting to use it for social events.

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rents from bus hires are meager to the extent that UNIFEMGA executive have to regularly provide subvention. These awqaf institutions operate in the same political and economic environments where similar institutions operate. But because of its conformity with Sharia legal and regulatory principles it could not effectively compete with these other institutions of similar missions but different orientations with regards to income generation.

Patronage of these institutions especially, those of OAUMTCICS, UNIFEMGA Nursery and Primary school, and UNIFEMGA bus should not be exclusive of other faith as long as they are ready to abide by the basic principles of these awqaf institutions.

Finally, at the completion of the gigantic central Mosque projects for which deduction is being made at the source from the campus Muslim Ummah's salaries, these deductions should not stop. Completion of the Mosque is something, maintenance is another? In fact maintenance is far more important than the construction. While certain amount out of this deduction should be preserved for the maintenance and sustenance of the Mosque, the remainder should be diverted to Awqaf fund for investment and generation of further income. If this is done, the community would not only have enough to run its religious affairs and obligations within the campus but also be of assistance to other Muslim needs outside the campus. This will also put stop to donations, launchings and loan takings that the central Mosque project is noted for in the past and which has been over exhausted.

VIII. Conclusion

In this paper, various aspects of Awqaf: human resources endowment, financial endowment and property endowment have been examined. In all however, the areas of financial and property endowments for the purpose of income generation for the Muslim community of this campus have not been properly developed. In fact, it has not been developed at all. This is not out of lack of fund but out of commitment to completing an edifice (central Mosque) that the whole of the Obafemi Awolowo University Muslim Community shall be proud of. However, a nucleus of how it should be run when the community is ready to start it has begun. Sources of fund have been identified and exploited but not yet applied to regeneration of further funds due to various Muslim community projects and obligations begging for attention.

An appeal is therefore here being made to entire OAU Muslim community that the completion of the central Mosque should not put an end to monthly deductions from members salaries because completion is something, maintenance is another. With regards to construction, a project that was expected to cost ₦3.5 million in 1985 had been revalued in 1998 to cost ₦58 million. A decade has passed and the project is not yet half completed. Less than three years ago, a bag of cement, one of the many items of building construction, cost less than ₦1,000.00, specifically, ₦700.00. Today the same bag of cement cost ₦2,200.00. The worth of one thousand naira (₦1,000.00) three years ago is not the same thing today. It has further drastically devalued calling for voluntary review of how much each subscriber asked to be deducted from his or her salary. As a matter of fact, the voluntary at source deducted Mosque fund should be subjected to triennial review due to galloping inflation the country is undergoing now.

But the Executive Committee of the Obafemi Awolowo University Muslim community should as well note that levy, donations, launchings and deductions from staffs' salaries should be a temporary fall-back approach. Introduction of real Awqaf, its growth and development, for the generation of income, with which to run the activities of the Muslim affairs on the campus, should be the ultimate goal of funds realized. Once this is realized, the community would have come of age-independent and self-financing.

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The Relationship of Multiple Intelligence and Effective Study Skills with Academic Achievement among University Students

By Benazir Ayesha & Fauzia Khurshid
National University of Modern Languages, Islamabad

Abstract - Study was designed to investigate the relationship of multiple intelligence and effective study skills with the academic achievement among the university students. It was descriptive correlational in nature in which scientific method was used to achieve the research objectives. The first objective of this study was to investigate the relationship of multiple intelligence , effective study skills and academic achievement of university students, second objective was to measure the impact of multiple intelligence and effective study skills on the academic achievement of university students and the third objective was to investigate the role of demographic variation such as gender, discipline, birth order and family income in determining the levels and dimensions of multiple intelligence, effective study skills and academic achievement. In this study a stratified random sample of 250 male (104) and female (146) university students were collected from 4 selected private and public sector universities of Rawalpindi and Islamabad. Family income of Students ranged from 50,000 to 150,000. The study was delimited to Master level students studying in the fourth semester only. In this research for the measurement of multiple intelligence "Simple Multiple Intelligence Inventory" based on 80 items developed by Gardner was used and for the measurement of effective study skills an inventory named as," Study Skills" based on 51 items developed by Congos was used.

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The Relationship of Multiple Intelligence and Effective Study Skills with Academic Achievement Among University Students

Benazir Ayesha[α] & Fauzia Khurshid[σ]

Abstract - Study was designed to investigate the relationship of multiple intelligence and effective study skills with the academic achievement among the university students. It was descriptive correlational in nature in which scientific method was used to achieve the research objectives. The first objective of this study was to investigate the relationship of multiple intelligence , effective study skills and academic achievement of university students, second objective was to measure the impact of multiple intelligence and effective study skills on the academic achievement of university students and the third objective was to investigate the role of demographic variation such as gender, discipline, birth order and family income in determining the levels and dimensions of multiple intelligence, effective study skills and academic achievement. In this study a stratified random sample of 250 male (104) and female (146) university students were collected from 4 selected private and public sector universities of Rawalpindi and Islamabad. Family income of Students ranged from 50,000 to 150,000. The study was delimited to Master level students studying in the fourth semester only. In this research for the measurement of multiple intelligence "Simple Multiple Intelligence Inventory" based on 80 items developed by Gardner was used and for the measurement of effective study skills an inventory named as," Study Skills" based on 51 items developed by Congos was used. The students' academic achievement was measured through their results of first three semesters (students result was taken as measure their academic achievement). After data collection it was analyzed with the help of SPSS 16 by applying various statistical tests such as, Mean, SD and Pearson Correlation. On the basis of findings, it was found that there is positive relationship between multiple intelligence, study skills and academic achievement in the context of Master level university students. The students of private sector universities possessed more effective study skills and higher score on the academic achievement as compared to the students of public sector universities. Present research is significant due to its uniqueness it can bring new avenues in the teaching learning process. University management can provide creative competitive environment to the learner so learner can develop their intelligence and exercise study skill in their course of studies.

I. Introduction

Students as individuals respond to the stimuli around them in a unique way, due to their mental capabilities which help them to hold unique perception of knowledge and skills. We will be mistaken if we think that all students come to educational institutions with equal intellectual and information processing abilities, due to the fact that all of them rarely share same biological, cultural and personal backgrounds. The concept of individual differences grew out in the second half of the 20th century, welcoming values and differences typical of individuals with an ever-lasting interest (Akbari & Hosseini, 2008). This drew the attention of educators and led to a renewed view of their educational practice. Following this shift of attention in teaching/learning circles, the unsettled concept of what distinguishes one person from another has been the center of discussions. Differences between individuals can be described in innumerable ways which can accordingly categorize each person on the basis of his/her particularly prominent intelligence types (Yenice & Aktamis, 2010).

According to Gardner's (1983) Multiple Intelligences (MI) theory, subsequent to century-long educational and psychological debates on traditional concepts regarding intelligence, a substantial change of view seemed inevitable. Enjoying a high level of Intelligence Quotient (IQ) would facilitate achieving success, according to conventional wisdom. That is, there was only one dimension of mental ability, along which everyone could be sorted out. With a moment of in-depth consideration, though, this concept of a 'pure' intelligence measurable by a single IQ score can be labeled inaccurate.

Gardner (1999) presented the concept of multiple intelligence; his theory of multiple intelligence is based on skills and abilities of the learner. Gardner's theory of multiple intelligences is based on studies not only of normal children and adults but also by studies of gifted individuals who have suffered brain damage, of experts and of individuals from diverse cultures. This led Gardner to break intelligence down into at least nine types such as visual intelligence, linguistic intelligence, logical intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existentialist intelligence.

Visual intelligence deals with learner's ability to learn best by visualizing and organizing things spatially.

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Visual intelligence deals with learner's ability to learn best by visualizing and organizing things spatially. The learners' are interested in charts, graphs, maps, tables, illustrations, art, puzzles, anything that is eye catching. Learners' who are strong in visual-spatial intelligence are also good in visualizing things.

Verbal Linguistic intelligence deals with learner's interest in language such as, interest in speaking, writing, reading and listening. The learners' who are strong in verbal -linguistic intelligence are able to use words while they are writing and speaking. These learners' are typically very good at writing stories, memorizing information and reading.

Mathematical or Logical intelligence deals with learner's ability to show an aptitude for numbers, reasoning and problem solving. Learners' who are good in logical-mathematical intelligence are also good at reasoning, recognizing patterns and logically understand and analyze problems. These individuals prefer to think conceptually about numbers, relationships and patterns (Gardner, 2006).

Bodily Kinesthetic intelligence deals with learner's experience through activity like games, movement, and hands-on tasks building. Those learners' who have high bodily-kinesthetic intelligence are said to be good at body movement, performing actions and physical control. Musical Rhythmic intelligence deals with learner's musical ability. The learners' who have strong musical intelligence are good at thinking in patterns, rhythms and sound. Interpersonal intelligence deals with learner's communication styles and understanding of feelings of other people. They learn through cooperative learning in groups and they are leaders among their groups.

Learners' who have strong interpersonal intelligence are good at understanding and interacting with other people. Intrapersonal intelligence deals with learners' awareness of their feelings, emotions and motivation (Gray, 2007). Naturalist intelligence deals with learner's interest towards outdoors activities, animals and field trips. The traditional classroom has not been accommodating to these students (Weiten, 2001). Existentialist intelligence explains learner interest in spiritual and philosophical aspects of life, in which learner learns in the context of "What is the purpose of existence of human beings?" and "what is our role in world?"

If learner's intelligence can be identified, then the teachers can teach different learners successfully according to their unique orientation towards learning. Intelligence also plays a very important role in academic achievement. Only Intelligence cannot provide assurance of academic achievement, study skills are also necessary for getting good grades in academics.

Study skills play an important role in determining academic achievement of students. Study skills differ from one individual to other because every individual cannot learn in the same way; different students have different capacities and their willingness for learning. Study skills are abilities and approaches that are applied to learning. "Study skills are learning strategies that help students' to organize, process, and use information effectively."

The study skills are essential for acquiring good grades, and are useful for learning throughout one's learner life because it comprises of a broad range of skills and abilities, which includes time management, reading, writing, listening, planning, goal setting, memorization, note-taking and preparation for exams (Cottrell, 2003).

Obviously study skills are strategies and techniques that enable the learner to make the most efficient use of their time, resources, and academic potential abilities. To develop and to improve the study skills can help the learner to make more efficient use of their study time and to get more work done in less time. Study skills can make learning easier and help to retain what the learners have learned for long and feel the work and effort that is involved over all. Anyone who is engaged in the field of learning can benefit from developing his or her study skills.

Regardless of whether the students are going to school, universities have already started on a course of study, they can always improve their ability to learn, retain, and retrieve information. During studying the quality and quantity both are important, when learners using the right techniques then they can get the desired results in half of the time. The mastering of the study skills makes study more enjoyable and effective which in turn strengthens the learner's interest so he/she spends more time studying. The results of poor study skills are wastage of time, frustration, and poor grades.

Every individual learn in different ways such as, some individual learn best by doing; others prefer to learn by listening or reading, some individual work best in group situations, while others learn best when alone. The secret is to find the methods and techniques that are most effective for them. Essentially having well developed study skills will help learner to become a more confident, effective, productive and intelligent person in both their personal and professional throughout one's life.

A study method is a formalized learning process or procedure of study. In 1941 Robinson developed a study method (SQ3R) Survey, Question, Read, Recite and Review which is still popular. SQ3R is a four-step strategy for reading and taking notes from chapters of textbook. It is a very effective note taking and study method which can be used in a variety of ways. Later in 1976 Rowntree worked on this method and advocates a systematic method of surveying (or skimming) a text, thinking of questions the learner want answered, and then reading, reviewing and revisiting the text (as cited in VanBlerkom,1994).

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Planning and preparation are of great importance learners must set one's goals, and then prepare to develop the required skills for the attainment of those goals. Teachers can also set goals for learners according to the importance of the content which are related with students' success. Goals can be set for one day, one week, or one month so that the learners can easily achieve their set targets. The goals must be within the skills and abilities of learners and must be realistic, flexible, and measurable and within the control of learner (Maddox, 1988).

After planning and goal setting motivation is also important for good studying. The motivation will help the learners to remain focused on their study over a period of time. Motivation can be increased if the learners study with their friends and they remember their long-term goals, it eliminate distractions that occur during study time. Managing the time is important factor that help the learner to prioritize things and to understand the importance of time.

The learners must organize their things, resources, environment and they must know how to study and where to study. They must study in a quiet place that is free from distractions and interruptions. Learners try to create a space designated solely for studying. Beside these all things he/she must be good at listening. Listening is a cognitive act that requires the learner to pay attention and think about and mentally process to what they hear. As teacher's lecture is very valuable so learner can remove their doubts about different things by asking questions during lecture and may also take class notes in their own words.

The purpose of note-making is not to copy great chunks of information from books but it should only act as a trigger to help the learner to remember what they have read. Key words are more easily remembered than long sentences. Notes should be short, to the point, well-organized and easily read. The techniques of note-making can be mind-maps, keywords and brain storming. For reading the learner can do flipping through a book to get a quick idea, scanning the content, skimming the text to get the overview and concentration on detailed reading (Van Blerkom, 1994). Learners will make a plan depending on how much time they will give to each subject. The plan should have outline of time, as time will differ from subject to subject depending on the quality of lecture, difficulty level and interest of the learner in revision. The learner can do effective revision of notes by using different techniques like the information can be broken into chunks, flash cards, mnemonics and memorizing after learning.

Academic achievement is dependent upon intelligence and study skills of the learner. It is defined"an excellence in all academic disciplines, in class as well as in extracurricular activities", for successfulness in academics learner must have certain level of intelligence and well-planned study habits. The goal of education is that the students can improve their academic achievement by developing their study skills. Each student has a chance to fulfill their education that improves their self -confidence and self – efficiency. They deserve a teacher that is fair and understands the different ability levels of each student of their class. Some students learn the information by seeing, some learn through listening and others learn through their experiences.

This study was carried out to investigate the relationship of multiple intelligence and effective study skills with academic achievement. It was conducted to find out the role of various levels of intelligence in the development of effective study skills. Demographic variation plays a very important role in determining human behavior, through this study an attempt was made to uncover the role of various demographic variables such as gender, discipline, birth order, and family income, parents' profession and qualification in determining the level of academic achievement and the relationship with multiple intelligence and study skills.

a) Statement of the Problem

The problem under consideration is to explore the relationship of multiple intelligence and effective study skills with academic achievement of the university students, it further aims to investigate the role of certain biographical variables such as gender, discipline, family income and birth order in determining the levels and dimension of multiple intelligence, effective study skills and academic achievement.

II. Objectives of the Study

The objectives of the study are as under:

1. To investigate the relationship of multiple intelligence, effective study skills and academic achievement in the context of university students.
2. To measure the impact of multiple intelligence and effective study skills on the academic achievement of university students.
3. To investigate the role of demographic variations such as gender, discipline, family income and birth order in determining the levels and dimensions of multiple intelligence, effective study skills and academic achievement in the context of university students.

III. Hypotheses

1. There is a positive relationship between multiple intelligence, study skills and academic achievement.
2. There is a positive relationship between the effective study skills and higher academic achievement.

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3. There is a positive relationship between multiple intelligence and higher academic achievement.
4. Students of the private sector universities score higher on multiple intelligence inventory as compared to the students of the public sector universities.
5. Students of the private sector universities possess more effective study skills as compared to the students of the public sector universities
6. Students of the private sector universities score higher on academic as compared to the students of the public sector universities.
7. Female university student's verbal/ linguistic abilities are more developed as compared to male university students.
8. Male university student's logical-mathematical abilities are more developed as compared to female university students.
9. Students from higher income families score higher on multiple intelligence inventory as compared with students from less income families.
10. First born child has higher score on intelligence, study skill and academic achievement as compared to students with other birth orders.
11. Students from less income families have developed study skills and academic achievement as compared with students from higher income families.
12. The students of management sciences have higher verbal/linguistic abilities and visual/spatial abilities as compared to students of humanities and social sciences.
13. The students of management sciences have a developed interpersonal intelligence as compared to students of humanities and social sciences.
14. The students of management sciences have higher logical-mathematical ability as compared to students of social sciences and humanities.

IV. Research Instruments

In this study for the measurement of multiple intelligence, Simple Multiple Intelligence Inventory developed by Gardner consisting of 80 items and 8 sub-scales was taken as research instrument. For the measurement of study skills, "Study Skills Inventory" developed Congos, consisting of 51 items and 6 sub-scales were taken as research instruments. For the measurement of academic achievement the results of last 3 semesters were taken as an students'achievement score.

V. Pilot-Testing

This testing was conducted to see the cultural relevance of the research instruments with the population and to measure the constructs. The main objective of pilot testing was to determine the psychometrics properties of research questionnaires i.e., reliability and validity. A random sample of 81 university students (16 males and 65 females) was collected from four leading universities of Islamabad. Data was collected from the students of Social Sciences, Humanities and Management Sciences.

The panel of experts such as heads and teachers were contacted for the estimation of face validity. To check whether the inventories were measuring the target variables and it also serve the purpose. The reliability analysis of the inventory was checked through Alpha reliability coefficient and Split half reliability analysis. The construct validity was examined through computation of Item Total Correlation and Inter-Scale Correlation and Percentile ranking of the scores. The purpose of percentile analysis was to establish the norms for the test. After pilot testing the items of simple multiple intelligence inventory were reduced to 58 items from 80 items and study skill inventory were reduced to 49 items from 51items. Rests of the items are suitable for the measurement of intelligence and study skills.

VI. Methodology

Main study was carried out to accomplish research objectives; population of the study was comprised of all Master level students studying at private and public sector universities.

a) Sample

The total sample of the main study consisted of 250 university students. The sample consisted of 104 males and 146 females of fourth semester of master level. The data was collected from the following 2 private and 2 public sector universities of Rawalpindi and Islamabad such as National University of Modern Languages, International Islamic University, Women Institute for Science and Humanities and Foundation University. The department ranged from Education, Economics, English and Management Sciences. A stratified random sampling of 250 students was collected after seeking permission from the Dean and HODs of respective department.

VII. Results

After completing data collection, the whole data was transferred to the computer and with the help of SPSS data was analyzed with suitable statistical techniques such as alpha reliability coefficient, percentile ranks, coefficients of correlation, percentiles, mean, S.D, linear regression and analysis of variance.

Cronbach's Alpha Coefficients of Multiple Intelligence was yielded an internal consistency coefficient of .637 for entire 58 items. Cronbach's Alpha Coefficients of Academic Achievement was yielded an internal consistency coefficient of .814 for 3 semesters.

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Table 1 : Inter -Scales Correlation of Multiple Intelligence, Study Skills with Academic Achievement

Subscales	Ling	Log	Spat	Bodily	Music	Inter	Intra	Natural	Memo	Test-prep	Concentra	Time	Note	Textbook	A.A
Linguistic															
Logical	.30														
Spatial	.39	.45													
Bodily	.38	.48	.41												
Musical	.30	.37	.27	.30											
Interpers	.45	.38	.39	.32	.32										
Intrapers	.26	.29	.34	.30	.22	.29									
Natural	.23	.24	.29	.35	.24	.25	.26								
Memory	.57	.60	.40	.25	.15	.42	.39	.28							
Test-Prep	.55	.62	.45	.19	.17	.45	.19	.18							
Concern	.45	.55	.59	.29	.19	.30	.39	.17	.51	.60					
TimeMgmt	.40	.48	.26	.19	.17	.46	.20	.17	.52	.63	.61				
Note-taking	.55	.50	.38	.26	.17	.30	.25	.15	.55	.64	.53	.61			
Text book	.46	.33	.25	.21	.15	.17	.16	.14	.35	.59	.50	.45	.40		
Academic Achievement	.61	.72	.25	.20	-.25	.35	.30	.22	.65	.70	.66	.61	.51		

Table 1 indicates the results of Inter scale correlation of the subscales of multiple intelligence inventory, study skills with academic achievement. From this table it can be seen that academic achievement has high correlation with Logical .72, Linguistic .61, Interpersonal .46, intrapersonal .30, Spatial .25, Bodily .20, Natural .22, Musical -.25. As far as relationship of study skill and academic achievement is concerned, all subscales are significantly correlated with academic achievement, memory .77, test-preparation .70, concentration .66, time- management .61 and note-taking .51. As far as the inter subscales correlation between the subscales of multiple intelligence and study skills are concerned it was found that linguistic intelligence has high intelligence correlation with memory, logical intelligence has higher correlation with test preparations, spatial higher correlation with concentrations, bodily intelligence has higher correlation with note taking skill, Musical intelligence has slight correlation with all subscale of study skills, high correlation with, interpersonal intelligence has a higher relationship with time management, and intrapersonal intelligence deals with memory and concentrations whereas natural intelligence has no significant relationship with most of the subscales of study skills. On the basis of the inter correlations it can say that there is a positive relationship between multiple intelligence, study skills and academic achievement.

Table 2 : Comparison of Public and Private Sector Universities on Multiple Intelligence Subscales

Subscales	Public		Private	
	M	SD	M	SD
Linguistic	23.41	3.81	22.96	3.64
Logical	27.55	4.25	28.65	3.87
Spatial	27.14	4.22	28.33	4.20
Bodily	32.38	4.57	32.21	4.61
Musical	19.72	5.28	19.62	4.82
Interpersonal	27.04	4.61	26.84	5.18
Intrapersonal	26.87	3.87	26.42	3.29
Natural	19.68	3.17	19.31	3.05
Total	203.79	33.78	204.34	32.66

Table 2 indicates the result of comparison of the public and private sector universities with subscales of the multiple intelligence. The results confirm the research hypothesis that students of the private sector universities score higher on multiple intelligence as compared to the students of public sector universities (Public M=203.79 , Private M=204.34).

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Table 3 : Comparison of public and private sector universities with study skills subscales

Subscales	Public		Private	
	M	SD	M	SD
Memory	31.50	6.72	32.09	6.88
Text-Preparation	43.92	8.98	46.67	6.98
Concentration	29.20	5.09	30.64	4.98
Time-Management	15.68	5.47	16.87	5.79
Note-Taking	17.64	4.37	18.27	4.43
Text-book Reading	26.72	5.70	26.67	5.11
Total	164.66	36.33	171.21	34.17

Table 3 indicates the results of comparison of the public and private sector universities with subscales of the study skills. The results confirm the research hypothesis that students of the private sector universities possess more effective study skills as compared to the students of public sector universities (Public M=164.66 , Private M=171.21).

Table 4 : Comparison of Public and Private Sector Universities with Academic Achievement

Dimension variables	Public		Private	
	M	SD	M	SD
Semester 1	68.85	8.18	76.78	9.33
Semester 2	69.61	8.47	78.77	9.70
Semester 3	70.99	9.05	78.82	9.44
Total	209.45	25.7	234.37	28.47

Table 4 indicates the results of comparison of the public and private sector universities with academic achievement. The results confirm the research hypothesis that students of the private sector universities score higher on academic achievement as compared to the students of public sector universities (Public M=209.45 , Private M=234.37).

Table 5 : Gender Wise Comparison on Multiple Intelligence Inventory (N=250)

Dimension Variables	Male		Female	
	M	SD	M	SD
Linguistic	23.18	3.83	23.27	3.69
Logical	28.25	3.99	27.79	4.23
Spatial	27.13	4.23	27.95	4.24
Bodily	33.08	4.80	31.77	4.34
Musical	19.97	4.88	19.47	5.25
Interpersonal	28.01	5.19	26.21	4.42
Intrapersonal	26.72	4.15	26.68	3.26
Natural	19.43	3.25	19.61	3.03
Total	205.77	34.32	202.75	32.46

Table 5 shows the gender wise comparison of students' scores on multiple intelligence inventory. However, the male university students show higher scores as compared to the female university students (Male M=205.77, Female M=202.75).

Table 6 : Gender Wise Comparison on Study Skills Inventory (N=250)

Dimension Variables	Male		Female	
	M	SD	M	SD
Memory	32.35	6.09	31.29	7.22
Test-Prep	44.74	8.85	45.20	7.99
Concentration	29.26	5.19	30.13	5.00
Time-Mgmt	16.06	5.34	16.21	5.83
Note-Taking	17.72	4.24	18.01	4.52
Text book	27.24	5.24	26.32	5.60
Total of Study Skills	167.37	34.95	167.16	36.16

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Table 6 shows the gender wise comparison of respondents' scores on study skills inventory. However, the male university students show higher scores as compared to the female university students (Female M=167.16, Male M=167.37).

Table 7 : Gender Wise Comparison on Students' Academic Achievement (N=250)

Dimension Variables	Male		Female	
	M	SD	M	SD
Semester1	70.94	9.07	72.73	9.70
Semester2	72.98	10.31	73.42	9.84
Semester3	73.90	10.03	74.23	9.93
Total	217.82	29.41	220.38	29.47

Table 7 shows the gender wise comparison of students' scores on academic achievement. However, the female university students show higher scores as compared to the male university students (Male M=217.82, Female M=220.38).

Table 8 : Birth Order Wise Comparison on Multiple Intelligence Inventory (N=250)

Dimension Variables	First		Second		Third		Fourth		Fifth		Only	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Linguistic	23.16	4.28	22.40	3.36	23.16	3.25	24.05	3.81	24.36	2.61	23.27	3.94
Logical	27.86	4.31	28.05	3.68	27.67	4.23	28.23	3.93	28.05	3.92	28.32	4.54
Spatial	28.33	4.16	26.95	3.54	26.70	4.84	27.27	5.10	27.77	3.54	27.98	4.23
Bodily	32.54	4.80	32.21	4.51	32.44	5.38	32.64	3.81	32.41	3.43	31.63	4.39
Musical	19.94	4.77	20.60	4.07	19.63	5.86	20.50	4.87	18.41	5.07	18.49	5.84
Interpersonal	27.25	5.19	26.70	4.72	26.33	5.50	27.45	5.46	28.14	3.48	26.44	3.72
Intrapersonal	26.75	3.92	25.98	3.42	26.60	3.54	26.64	3.33	26.91	3.06	27.37	3.96
Natural	20.01	2.93	19.70	3.09	19.23	3.25	19.09	4.01	18.91	2.50	19.34	3.19
Total	205.8	34.3	202.5	30.3	201.7	35.8	205.8	34.3	204.9	27.6	202.8	33.8

Table 8 shows difference in the intelligence level of respondents due to birth order of variations. It can be seen from the table that the students' who born at first birth order in their family have higher intelligence level (M = 205.8) as compared to others birth orders while the only child in the family have lower score on multiple intelligence inventory (M = 202.8). As far as last born is concerned results shows that they also score higher on multiple intelligence inventory (M=205.8 and M = 204.9).

Table 9 : Birth Order Wise Comparison on Study Skills Inventory (N=250)

Dimension Variables	First		Second		Third		Fourth		Fifth		Only	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Memory	30.67	7.28	30.70	6.80	32.23	6.31	32.64	9.78	32.77	5.78	31.93	5.67
Test-Prep	46.60	10.11	42.95	6.80	44.77	8.57	45.95	7.99	45.05	8.61	45.46	7.41
Concentration	31.19	4.68	28.51	6.33	29.94	5.33	29.32	4.82	29.59	4.37	29.61	3.80
Time-Mgmt.	17.60	6.18	16.16	4.96	15.86	5.60	15.59	6.33	16.64	5.01	15.20	5.63
Note-Taking	17.58	4.75	18.05	4.44	17.71	4.42	18.91	4.74	18.27	4.73	17.66	3.68
Text book	27.12	5.57	25.60	5.69	26.38	4.93	26.00	5.16	27.36	5.80	28.05	6.02
Total	170.7	38.5	161.9	35.0	166.8	35.1	168.4	38.8	169.6	34.3	167.9	32.2

Table 9 shows difference in the study skills aptitude level of respondents due to birth order of variations. The table shows that the students in first birth order in their family have well-developed study skills (M =170.7) as compared to others while the second child in the family have less-developed study skills (M =161.9). As far as last born is concerned results shows that they also score higher on study skills (M = 168.4 and M =169.6).

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Table 10 : Birth Order Wise Comparison on Students' Academic Achievement (N=250)

Dimension Variables	First		Second		Third		Fourth		Fifth		Only	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Semester1	74.34	8.74	70.63	8.74	69.68	10.40	72.27	8.85	72.28	10.57	71.91	9.48
Semester2	76.46	8.87	72.33	9.66	71.14	8.88	72.64	8.30	74.16	10.25	72.30	11.18
Semester3	77.49	8.82	72.95	10.86	72.45	11.30	72.64	7.66	75.42	10.06	73.09	9.90
Total	228.2	26.4	215.9	29.2	213.2	30.5	217.5	24.8	221.8	30.8	217.3	30.5

Table 10 shows difference in the academic achievement of respondents' due to birth order of variations. The table shows that the first child scores higher in their academic achievement (M =228.2) as compared to others while the fourth child in the family scores less in their academic achievement (M =213.2). As far as last born is concerned, results shows that they also score higher on academic achievement (M=217.5 and 221.8).

Table 11 : Family Income Wise Comparison on Multiple Intelligence Inventory (N=250)

Dimension Variables	Less than 50000		50000-75000		75000-1000000		1000000 and above	
	M	SD	M	SD	M	SD	M	SD
Linguistic	22.76	3.39	23.39	4.06	22.84	4.15	24.62	3.03
Logical	27.90	4.15	27.84	4.07	28.26	4.44	28.69	4.24
Spatial	27.78	3.88	27.81	4. 32	6.16	4.83	27.19	4.81
Bodily	32.31	4.13	32.36	4.86	32.47	5.00	32.04	4.89
Musical	19.28	5.04	19.93	4.92	19.68	4.17	20.12	6.61
Interpersonal	26.74	4.30	26.75	4.84	26.68	5.29	28.85	6.05
Intrapersonal	26.80	3.36	26.67	3.91	26.42	3.70	26.62	3.72
Natural	19.64	2.84	19.53	3.22	19.89	2.64	18.92	4.00
Total	203.21	31.09	204.28	34.20	202.40	34.22	207.05	37.35

Table 11 shows comparison between university students for variable family income. It can be seen from the table that income also affects the level of intelligence. Respondents having higher family income scored higher on multiple intelligence inventory (M=207.05) as compared to others respondents.

Table 12 : Family Income Wise Comparison on Study Skills Inventory (N=250)

Dimension Variables	Less than 50000		50000-75000		75000-1000000		1000000 and above	
	M	SD	M	SD	M	SD	M	SD
Memory	31.19	6.49	31.86	7.16	32.37	6.13	32.77	6.82
Test- Prep	45.68	8.59	44.73	8.06	44.32	7.97	44.12	9.16
Concentration	30.16	4.93	29.60	5.12	29.79	5.67	28.96	5.27
Time-Mgmt	16.30	5.63	16.06	5.70	16.95	5.75	15.38	5.36
Note-Taking	18.06	4.21	18.06	4.53	17.63	4.11	16.77	4.81
Text book	27.25	5.46	26.02	5.42	26.95	6.21	27.31	5.10
Total	168.64	35.31	166.33	35.99	168.01	35.84	165.31	36.52

Table 12 shows comparison of the total family income and its impact on the study skills of the respondents'. It is seen from the table that those respondents who are having less family income scored high on study skills inventory (M=168.64) as compared to others respondents. Those respondents who are having family income above than 1Lac they scored less on study skills inventory (M =165.31).

Table 13 : Family Income Wise Comparison on Students' Academic Achievement (N=250)

Dimension Variables	Less than 50000		50000-75000		75000-1000000		1000000- and above	
	M	SD	M	SD	M	SD	M	SD
Semester1	72.30	8.94	71.89	10.01	71.42	9.58	71.74	9.45
Semester2	73.44	9.61	73.26	10.39	73.85	8.62	71.21	12.11
Semester3	74.77	8.72	73.77	11.22	73.46	8.26	73.32	10.83
Total	220.51	27.27	218.92	31.62	218.73	26.46	216.27	32.39

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Table 13 shows comparison of the total family income and its impact on the academic achievement of the respondents'. It is seen from the table that those respondents who are having less family income scored higher in academic achievement (M=220.52) as compared to others respondents. Those respondents who are having family income above than 1Lac they scored less in their academic achievement (M =216.27).

Table 14 : Department Wise Comparison on Multiple Intelligence Inventory (N=250)

Dimension Variables	Social Sciences		Humanities		Management Sciences	
	M	SD	M	SD	M	SD
Linguistic	23.27	3.20	23.02	4.01	23.33	4.06
Logical	27.92	4.31	27.35	4.16	28.45	3.92
Spatial	26.76	4.24	28.08	4.25	28.13	4.16
Bodily	31.58	4.65	32.52	4.37	32.90	4.59
Musical	19.29	5.11	20.52	4.64	19.50	5.34
Interpersonal	26.11	4.34	27.24	5.24	27.59	4.93
Intrapersonal	25.86	4.02	28.32	2.85	26.45	3.43
Natural	19.24	3.09	19.73	3.07	19.70	3.19
Total	200.03	32.96	206.78	32.59	206.05	33.62

Table 14 shows the department wise comparison of students' scores on multiple intelligence inventory. It can be seen from the table that there is a negligible difference between the scores of the students on multiple intelligence inventory. However, the students of Humanities (M=206.78) show higher scores as compared to the students of Social Sciences (M=200.03) and Management Sciences (M=206.05).

Table 15 : Department Wise Comparison on Study Skills Inventory (N=250)

Dimension Variables	Social Sciences		Humanities		Management Sciences	
	M	SD	M	SD	M	SD
Memory	30.59	6.86	31.60	6.55	32.92	6.71
Test-Prep	44.89	7.61	43.41	9.09	46.15	8.44
Concentration	29.04	4.81	30.84	5.11	29.77	5.26
Time-Mgmt	16.77	5.07	14.66	6.08	16.51	5.70
Note-Taking	18.12	4.39	18.21	4.30	17.47	4.48
Text book	26.59	5.41	26.35	4.91	27.03	5.88
Total	166.00	34.15	165.07	36.04	169.85	36.47

Table 15 shows the department wise comparison of the respondents' scores on study skills inventory. Therefore, the students of Management Sciences (M= 169.85) show higher scores as compared to the students of Social Sciences (M=166.00) and Humanities (M=165.07).

Table 16 : Department Wise Comparison on Students' Academic Achievement (N=250)

Dimension Variables	Social Sciences		Humanities		Management Sciences	
	M	SD	M	SD	M	SD
Semester 1	71.79	9.30	67.63	9.52	74.99	8.51
Semester 2	74.14	8.72	67.58	8.42	76.02	10.74
Semester 3	75.18	10.47	68.48	7.15	76.67	9.66
Total	221.11	28.49	203.69	25.09	227.68	28.91

Table 16 shows the department wise comparison of the students' scores on academic achievement. However, the students of Management Sciences (M=227.68) have higher scores as compared to the students of Social Sciences (M=221.11) and Humanities (M=203.69).

VIII. Discussion

The study was carried out to explore the relationship between multiple intelligence and study skills with academic achievement among university students. The major objectives of the study were to investigate the relationship between multiple intelligence and effective study skills, to weigh the impact of multiple intelligence and effective study skills on academic achievement of university students and to investigate the role of demographic variables such as gender, discipline, family income and birth order, in determining the levels and dimensions of multiple intelligence, effective study skills and academic achievement. The

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study was comprised of two parts. First part consisted of pilot study and the sample size was 81.The second part consisted of main study and the sample size was 250 university students. The two public and two private universities of Rawalpindi and Islamabad were selected for the data collection. In this research the measurement of multiple intelligence "Simple Multiple Intelligence Inventory" based on 80 items developed by Gardner was used and for the measurement of effective study skills an inventory named as "Study Skills" based on 51 items developed by Congos used. After pilot testing the items of Multiple Intelligence Inventory were reduced to 58 items from 80 items and study skill inventory were reduced to 49 items from 51 items.

Data was analyzed by using SPSS 16 and different statistics tests like Mean, S.D, and percentile analysis, Linear Regression and Pearson Correlation was used to analyze the data. The result of the study revealed that there was positive relationship between multiple intelligence and study skills with academic achievement. The impact of different demographic variables on the three variables was measured. It was found that almost all the demographic variables effect on the multiple intelligence, study skills and academic achievement.

IX. Conclusions

In the light of the analysis and interpretation of data, it reveals that the multiple intelligence, study skills and academic achievement are interrelated constructs in the teaching learning environment. Based on the findings of the study following conclusions were drawn:

1. Multiple intelligence, study skills and academic achievement are significantly positively correlated with each other.
2. The verbal / linguistic abilities and visual /spatial intelligence of the students of Management Sciences were higher as compared to students of humanities and social sciences.
3. The interpersonal intelligence skills of students of management sciences were more developed as compared to students of humanities and social sciences.
4. The logical-mathematical abilities of the students of management sciences were higher as compared to students of social sciences and humanities.
5. The verbal/linguistic abilities of the female university students were more developed as compared to male university students.
6. The logical–mathematical abilities of male university students were more developed as compared to female university students.
7. There was a negligible difference between the multiple intelligence of public and private sector universities' students. The students of Private Sector University possessed higher multiple intelligence than the students of public sector universities. There was a significant difference in the study skills possessed by students of public and private sector university students. The students of private sector universities possessed more effective study skills as compared to the students of public sector universities. There was a significant difference between the students of public and private sector universities on the basis of scores of academics. The students of private sector universities scored higher in academics as compared to public sector universities.
8. The students of humanities and management sciences had higher score on the multiple intelligence inventory than the students of social sciences. While on study skills students of management sciences scored higher than students of other departments.
9. Male students had higher score on multiple intelligence and study skills while female students had higher score in academic achievement.
10. Students from higher income families have higher scores on multiple intelligence inventory.
11. The students from low income families have had higher score on study skills and academic achievement as compared with students with higher income families.

X. Recommendations

1. Efficient study habits can increases students' academic achievements, teaching studying skills increases academic achievements of students. So public sector universities may adopt such strategies and measures through which study habits of students can be flourished.
2. Selection of curriculum can play an important role for development of efficient studying skills which enables students to organize the study environment and to use some specific methods effectively such as efficient reading, listening lectures, note-taking, efficient writing and doing homework.
3. University teachers by providing opportunities for polishing their knowledge as well as skills for this management can organize teacher training program in which they can train teachers through information concerning individual differences and how to teach efficient studying skills to adult learners (pedagogical techniques).
4. The male students may work hard to increase their academic achievement and pay more attention towards their studies, if they need extra help they may not feel any hesitation to discuss their problems with their teachers.
5. Government and universities can adopt such parameter such as curriculum may be designed

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and organized in an creative way around seven capacities of intelligence through which multiple intelligence and study skills of the students can be enhanced which will eventually result in their increased academic achievement.

6. Teachers can use specific strategies that can enhance the linguistic, logical, spatial, bodily-kinesthetic, musical, intrapersonal, interpersonal and naturalist abilities of students, especially more attention may be given to the students of social sciences. Teacher may communicate the importance of study skills of the learner and try to teach them various strategies through which students can enhance their study skills which consequently affect the goal that is academic achievement of the learner, especially the students of social sciences and humanities.
7. Awareness programs through workshops and counseling and guidance may be conducted for students to make them aware about their intelligence and study skills for their success in academic social and professional life.
8. Individual differences and variations are there in the students so teachers may respect and consider these differences and should try to adopt the teaching strategies accordingly.
9. University management can provide creative competitive environment to the learner so learner can develop their intelligence and exhibit serious attitudes towards studies. Students may also be taught the importance of proactive behaviour so they may face the challenges of life effectively and successfully.
10. Home environment, parental care and support can play an important role in improving the academic achievement of the learners through polishing intelligence and study habits. It is recommended in university there may be a system of awareness for the parents and caretakers through which parents can be informed about the ways to develop knowledge and skills their offspring.
11. Teachers play an important role in the process of education, in order to impart quality education to students, it is recommended that teachers may train and teach reflective teaching practices so they can constantly improve their teaching in order to accommodate the needs of learner in a creative competitive learning environment.

XI. Applied Significance

Present research is significant due to its uniqueness in teaching learning process as learning takes place through experiences influencing psychological functions which leads to differences in behaviour. Generally there are five elements in learning which are learner, learning, learnt, teacher, and learning environment. Taking these five elements in terms of influencing learning shows that last two elements do not affect learning directly but they have an indirect effect since they influence other elements. In the past, people used to think that efficient learning depends mainly on teacher's teaching methods. However, today it is a commonly accepted fact that permanent and significant learning can be achieved only through learner efforts and contributions (Benson, 2001). From this point of view, learners can catch up with the intended achievement standards only by perceiving the given information accurately, analyzing, and internalizing them.

Results of the study can provide opportunity for the teachers to become aware of the level of intelligence and level of preparation of their learners. Now the teachers can better guide their students to improve study skills and academic achievement. The study will help the teachers and parents to understand various levels and dimensions of intelligence in the development of effective study skills. After learning the weak areas of their personality students can work hard in that dimension which will help them to enhance their academic scores. Moreover, relationship of multiple intelligence and study skills with academic achievement will help the educationalists to make the curriculum of students accordingly. The study can be considered as a pioneering research in Pakistan because no study was conducted previously that directly address these relationships at university level. Before this research, empirical evidence was needed to unravel the relationship of multiple intelligence and study skills with academic achievement among university students.

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Marketing of Library and Information Products and Services

By Jagadish Tukaram Patange
National University of Modern Languages, Islamabad

Abstract - Marketing of library and information products and services approach aims at determining the needs, wants and demands of the target clients through designing and delivering appropriate products and services more effectively for the purpose of achieving organizational goals and objectives. This paper is an aims to conceptualize the strategic approaches of marketing mix to library and information centers finally, it recognizes some benefits of proposed marketing plan.

The librarians should understand the nature of information, needs of users, the transfer process between people and information. Understanding of this new dimension of library and information services will help concerned policy makers in formulating appropriate plans and programs to make the library and information services most effective, and long sustainable.

Keywords : *marketing, information products, services, marketing mix.*

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Marketing of Library and Information Products and Services

Jagadish Tukaram Patange

Abstract - Marketing of library and information products and services approach aims at determining the needs, wants and demands of the target clients through designing and delivering appropriate products and services more effectively for the purpose of achieving organizational goals and objectives. This paper is an aims to conceptualize the strategic approaches of marketing mix to library and information centers finally, it recognizes some benefits of proposed marketing plan.

The librarians should understand the nature of information, needs of users, the transfer process between people and information. Understanding of this new dimension of library and information services will help concerned policy makers in formulating appropriate plans and programs to make the library and information services most effective, and long sustainable.

Keywords : marketing, information products, services, marketing mix.

I. Introduction

Marketing of library and information products and services is an area which is now beginning to attract the attention of research scholars, market researchers, and the business people. Marketing in the broadest sense ranks as one of the most popular topics of the day. Marketing basically starts with the market research, identifying the consumer needs and demands, their pricing and promoting them to the appropriate consumers. The main purpose in marketing is attracting and retaining a growing base of satisfied customers.

Libraries are relatively new to the marketing area. Marketing of library and information products and services is a new concept in India. It is not too old as a compared to the developed countries also. The above said concept has emerged during the early 1970s. Since then, it has gained much attention in the USA and is considered as most important profession. Information institutions have grown into information industries which are providing free web based information services. These information industries have employed more then 50% of human resources.

Marketing approach is mainly useful to academic libraries to improve their image and to attract more and more users. It helps the library staff to upgrade their innovative knowledge both within their organizations and as a profession within the society. It is the need of the hour to adopt this concept. But, there is reluctance on the part of the university libraries in India to employ marketing principles. There is residual feeling that marketing is somehow inappropriate for public service institution such as library. In India, the universities are being funded by the UGC and State governments. This may be the main reason that the information providers in the university libraries are not seriously thinking in terms of marketing their products and services.

Acquisition of knowledge in learning resources, processing, storage, retrieval and utilization are activities which like any other human endeavor engender cost. The problems of information acquisition are certainly not without their economic ramifications. It has been established that information is an economic resource. It has been recognized as a powerful saleable commodity. The present day society is rapidly changing. Information plays an effective role in the transformation of the society. This is an information era. It is almost identified as the fifth need of man ranking after air, water, food and shelter.

Most of the librarians view that marketing of products and services is not possible in the profession of librarianship. But, Authors such as Philip Kotler (Marketing Guru) is of the view that marketing is not limited to large corporations seeking profits only. It is equally applicable to non-profit organizations as well as colleges, universities, charitable institutions, libraries, information centers and services organizations also.

II. Marketing Mix for Library & Information Center

There are four key business concepts that provide the basis for marketing thought and action in the nonprofit environment which are considered (Shapiro, 1981):

The core of marketing is considered to be the marketing mix. Neil H. Borden's concept of marketing mix has given due recognition in the marketing theory and the concept of marketing mix which was accepted as the set of marketing tools. It was McCarthy who summed up twelve elements of Borden's marketing mix into 4Ps – Product, Price, Place and Promotion.

1. Product: It is anything which is offered to the market for exchange of consumption. It is tangible (which can be seen and touched). Service is intangible. Product is the most important thing in the marketing system.

Author : Librarian Govt. First Grade College, Navabag Bijapur-586 101 (Karnataka). E-mail : jtpatange@gmail.com

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2. Price: Pricing is another variable of the marketing mix. It is the most difficult issue. Lot of things are to be kept in mind while fixing the price. Three types of pricing are suggested (i) Cost recovery, by which the libraries cover only budgeted cost. (ii) Commercial pricing, where the libraries make a profit. (iii) Premium pricing, for a service which is in demand or of such high quality that the libraries are justified in asking customers to pay more.
3. Place: Place is the process of getting the goods or services from the producer to the consumer. In this business it is a matter of access. It is the channel that links product and consumer.
4. Promotion: It is yet another important factor in marketing. It can only be successful if the other factors of the mix have been considered. Kotler points out, promotion, in general, involves one or more, or all, of the following methods to reach the client:

- Direct marketing
- Public relations;
- Advertising;
- Sales promotion
- Personal selling

Marketing approach to library and information services is an endeavor to accelerate the services to provide the academic community. The budget cuts and the advent of ICT in the university libraries have opened up new vistas for marketing of library and Information products and services. It is warned that if the libraries in India fail to catch hold of the opportunites, the scene will be captured by the commercial vendors.

III. Analysis the Current Performance

The performance of the library or any other organization should be measured with regard to the objectives or the target identified. For a large proportion of libraries and information centre, the specific objectives and targets may not be recognized. However, it is difficult to develop specific targets/goals so as to not only measure the performance of the information centre but also set out the available resources in the best possible manner.

The parameters, used for evaluating performance of any library information centre as a whole or of its products and services in specific segments, may be:

Number/proportion of total users served;

Number of units of product or service provided;

Total revenue generated, net of costs Image of the library information centre and its products in target segments.

IV. Conduct of Marketing Audit

Marketing audit is a critical assessment of the external and the internal environment of the information centre. It provides significant insights into the opportunities and the threats faced the by centre, and its strengths weaknesses, and competition. The following steps help in conducting marketing audit:

a) Identifying Organizational Goals

The most important step in conducting the marketing audit is to determine the marketing goals and policy of the parent organization. The information centre's programs must therefore, conform to the overall policy and direction of the parent organization. Specifically, the following information needs to be assessed:

The target sectors for the institution and the information unit.

The corporate image which the organization is seeking to build.

The corresponding actions, which will lead to the development of the image.

The goals, which should be attainable within a given time frame.

b) Analysis of Institution/Library and Users

The major purpose of the institution/library and user analysis is to ultimately decide on (i) which set of segments to focus on, and (ii) which set of products/services to offer to them. The output of this analysis is a two-by-two grid where one dimension represents the different groups of users; the other dimension represents the different sets of products and services.

c) Analysis of Business Climate

An analysis of the business climate must take into consideration those factors, which together, create and influence the level of investment by clients, by the parent organization itself and the competitors. These include socio-economic, cultural, political, regulatory and technological factors. At all times, these factors should be examined only in terms of the influence they can apply on the marketing of information products/services. This analysis can provide an initial indication of possible opportunities for the development of new products and services.

d) Analysis of Competitions

Competitor behaviour profoundly influences any marketing plan. The competitor analysis helps the information unit to assess its own strengths and weaknesses against those of the competing products/services. Information on competitors should include, the types of products/services being offered, the level of fees being asked, the location of these services, customer access to them, major target groups

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for these products/services, the mechanisms used in the promotion of these services and any perceived strengths which the competitors possess.

e) Analysis of Internal Environment

An analysis of the internal environment requires an objective to review all of the systems and procedures used to support the marketing initiative, examination of the performance of products/services and an assessment of the availability of resources. This assessment must be done taking into consideration the characteristics of the external environment and the resources and strategies by the centre's competitors.

V. Select Strategic Direction

This section deals with the selection of a strategic direction for a library or information centre. The steps involved are:

Develop objectives

Generate strategic options

Identify critical success factors for achieving the objectives through the selected strategies.

VI. Develop Marketing Objectives

Marketing objectives give direction for the formulation of marketing strategies and the plan. Marketing objectives for the library information centre must be determined with reference to the marketing objectives of the parent organization, the SWOT analysis and the opportunities assessed. In addition to setting marketing objectives for the information unit as a whole, objectives must also be set for each product and service in turn. Also to establish accountability, marketing objectives must be stated in such terms, that a quantifiable comparison can be made based on the original objectives and actual implementation.

VII. Generate Strategic Options

Portfolio analysis is a useful tool to generate strategic options for any organization and its products and services. It is an examination of the group of products and services offered by the library or information centre. Each product or service must stand objective scrutiny to determine its performance against competing products. A portfolio analysis usually results in a revision of the 'basket' of services and products provided, when there are volatile changes either within the organization itself or in the external environment.

VIII. Identify Critical Success Factors

The process of identifying CSFs (Critical Success Factors) assists the head of the library or information centre and their staff in defining inputs, which are critical to the achievement of marketing objectives. Within the context of a marketing plan, CSFs can be defined as resources, which have a direct influence on the successful implementation of the plan. The CSFs could be different for each strategic option generated for every product/service/market of the library/information service. These could be in the areas of base resources, technology resources, human resources, systems and processes of generating products/services, delivery as well as specific elements of marketing plan.

IX. Select Marketing Strategies

Marketing strategy can be defined as the means of achieving the marketing objectives. It must be within the broad strategic direction determined, while ensuring that the CSFs are taken care of by the organization. The strategy can be devised for both, the library/ information centre as a whole and for each product or service.

X. Prepare Action Plan to Accomplish Targets

Each product or services will require an implementation plan, which must be taken into account each step, which is necessary for realization of the marketing targets. The more details expressed in the plan, the smoother the implementation process will be both in terms of staff appraisal and management expectations.

When the marketing plan is completed, an executive summary should be prepared. The executive summary of the marketing plan for the information centre will follow the same approach, paying attention to the corporate targets set for the information centre, the strategies for achieving them and the evaluation mechanisms for assessing performances. The principles of developing a marketing plan can be adopted by information managers/librarians in academic, industrial, public sector institutions or non-governmental organizations.

XI. Benefits

Successful marketing includes the art of deciding that strategy/ technique used in different situation. As non-profit-making organizations, library and information centers cannot avoid marketing practices. Although libraries/information centers as non-profit organizations have three constituencies, e.g., clients to whom they provide services, the parent institution from whom they receive funds and donor agencies; but they should market their services for the following reasons:

a. Marketing enables librarian or information manager to understand the real needs of users for taking good management decisions, which will in turn help in providing maximum information services to users more efficiently and effectively.
b. Librarian or information manager is not only interested for the people who do use the services regularly. He is

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also interested in non-user groups. Marketing play a vital role to identify the information needs of non-users and helps to provide them with necessary information.

c. Librarians and information managers need to present their services as an indispensable part of the organization and try to justify the claim that their clients/users cannot do their job efficiently or effectively without a library service. In this way, marketing techniques will help libraries and information services receive more funding from their patrons.

d. Marketing may help to improve the image of the library and information profession through collection of revenue performing different services to users.

XII. Conclusion

Application of marketing techniques is very important in improving the capabilities of library's information services towards attaining satisfaction of users. And the market philosophy which also requires that library management focuses on the identification of users' needs rather than library needs. Librarians and information managers seem to be reluctant to become fully involved in marketing their information products and services and when they attempt to market their information services they neglect or fail to understand the behavior of the user. The librarians should understand the nature of information, needs of users, the transfer process between people and information. Understanding of this new dimension of library and information services will help concerned policy makers in formulating appropriate plans and programs to make the library and information services most effective, and long sustainable.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Key points to remember:

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

Final Points:

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

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

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

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To make a paper clear

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Mistakes to evade

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- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

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

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

· Align the primary line of each section

· Present your points in sound order

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· Use past tense to describe specific results

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

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

Approach:

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- Center on shortening results - bound background information to a verdict or two, if completely necessary
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- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

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- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

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- Report the method (not particulars of each process that engaged the same methodology)
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- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
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- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

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- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

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- Resources and methods are not a set of information.
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- Leave out information that is immaterial to a third party.

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

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



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Content

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

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- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
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- Do not present the similar data more than once.
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- Never confuse figures with tables - there is a difference.

Approach

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- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
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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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